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EIGHTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

FOR THE

YEAR ENDING DECEMBER 31, 1861.

CHICAGO:

CHICAGO TIMES BOOK AND JOB PRINTING ESTABLISHMENT,

NO. 74 RANDOLPH STREET

1862.





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## CITY OF CHICAGO.



At a Meeting of the Board of Education, February 25th, 1862, it was

*Ordered*, That seven thousand copies of the Annual Reports be printed for distribution.

W. H. WELLS, *Secretary*.

## REPORT OF THE SUPERINTENDENT.

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*To the Board of Education of the City of Chicago :*

GENTLEMEN : The public schools of the city have enjoyed another year of uninterrupted progress.

One year since, the number of pupils enrolled in all the schools, was 7,449. At the present time, February, 1862, the number is 8,580, being an increase of 1,131.

When I entered upon the duties of my present position, on the first of June, 1856, the number of teachers employed in the public schools was 47. In February, 1861, the number was 135, and at the present time it is 160. This is an increase of 25 during the last year, and an increase of two hundred and forty per cent. in less than six years. Of the teachers now employed, 22 are males and 138 females. On the first of June, 1856, the number of pupils belonging to the schools was 2,785. At the present time, the number is 8,569; showing an increase of two hundred and eight per cent. in less than six years.

During the same period, seven new school buildings have been completed, with accommodations for over five thousand children; and the two houses now

in process of construction, will be ready for occupancy in three or four months, with accommodations for one thousand children.

#### SCHOOL ACCOMMODATIONS.

I would gladly present one report to the Board, without alluding to the subject of school accommodations, but it is impossible. The subject rises constantly before me and will not down at my bidding. Notwithstanding the number and capacity of the new buildings that have been erected, the schools have so far outgrown the houses provided for them that it has been necessary to establish a large number of branch schools in every part of the city. One of the districts already has four of these branches; another has three; another two; and several have one each. Most of these branches are in rented rooms, designed for other uses and ill-adapted to meet the wants of the schools.

The new school building in the South Division, when completed, will furnish accommodations for about 720 pupils, and thus relieve the immediate wants of one portion of the city. This house, which was planned by G. P. RANDALL, Esq., is a model of school architecture, and the only school building in the city, in which suitable provision is made for the introduction of gymnastic and calisthenic exercises. It is most unfortunate for the schools that we have not the means of erecting just such houses in the West and North Divisions also. The demand in these Divisions for additional room, is already quite

as pressing as it was in the South Division when this house was commenced.

The small frame house now in process of construction in the Scammon District, will afford temporary relief to that school, with better accommodations than those in the old building.

Under existing circumstances, I know of no better means by which the present pressure can be relieved, than by erecting similar additional houses for the use of other schools. May it not then be desirable during the present year, to erect four or more small frame houses, each of sufficient capacity to accommodate about 250 pupils. Such houses are particularly needed in the Kinzie, Franklin, Washington and Foster Districts, and in District No. 12. If necessary, they could be placed on the same lots with the main buildings; though there would be manifest advantages in having some of them located in remote portions of the Districts. Even these additional buildings would afford only temporary and partial relief.

Permit me to call the attention of the Board to the lack of furniture in the Halls of the new houses already erected. Most of these Halls are as yet nearly destitute of seats, and hence can only be made available by the pupils' standing during the lessons in singing, public reviews, and other general exercises that are brought into them.

I cannot, in the present state of our finances, recommend the furnishing of settees for these Halls; but I would suggest that long seats without backs, resting on iron pedestals, may be supplied, at a very



moderate cost. I trust the schools will receive this relief at least, with as little delay as possible. In the Moseley, Foster and Ogden schools, the Masters' Divisions are seated in the Halls, and the additional space should be filled with settees.

We have at length succeeded in compounding a very good black-board paint;\* and the amount of black-board surface in the schools has been greatly increased during the last year.

#### GRADED COURSE OF STUDY.

It is now one year since the adoption of our revised course of study. The principal new features introduced, were a series of oral exercises on familiar science and common things, extending through all the Grammar and Primary divisions, and a more sharply defined system of grading the classes. It was not a merely theoretical course, but combined the results of numerous and protracted experiments in the schools during previous years. It was also designed to embrace the best features of the Pestalozzian system of *object teaching*, which has been so successfully employed during the last thirty years in the schools of Great Britain, and during the last five years in some of the best schools of this country.

As it was prepared with the special coöperation of the teachers, so also, I am happy to say, they have

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\* *Black-board Paint*.—The following is the composition of the paint we now use. As it is found to be more serviceable than the paint made by any of the recipes I have seen, I insert the directions for compounding it, in the hope that others who may be still more successful, will also give us the benefit of their experience.—Alcohol, 1 gallon; Lampblack,  $\frac{1}{2}$  lb; Shellac,  $\frac{1}{2}$  lb; pulverized Pumice Stone,  $\frac{1}{2}$  lb.

engaged heartily in its introduction, and its success is now fully established. I may mention in this connection, that we have at different times during the year, received application from eight different States for extra copies of the course to be used in the schools of other cities and towns.

A few of the teachers have neglected to put forth the necessary effort to prepare themselves for conducting the oral exercises successfully, and the consequence has been, that in some instances palpable errors have been taught to the children, while in others, the exercises have been, for a time, in a great degree neglected; but these faults are now mostly corrected.

Another evil, and the most serious one connected with the introduction of the new course, is a strong tendency on the part of many teachers, especially in the Grammar divisions, to go quite too extensively and minutely into the details of the sciences. In explaining the common phenomena of nature, it would be a great improvement if many of the teachers would depend less upon text-books prepared for the use of High Schools and Academies, for their selection of principles and illustrations, and more upon such works as Fireside Philosophy, Science of Common Things, and Child's Book of Nature.

The Pestalozzian system of instruction is now sufficiently popular in this country, and its rapid introduction into the schools, has already done very much to elevate and improve our methods of teaching, especially in primary classes; but it should never be



suffered to fall into the hands of unskillful and incompetent teachers. Our danger is not from its use, but from its abuse.

#### UNEDUCATED CHILDREN.

Five years ago, I took occasion to ascertain as nearly as possible the number of children in Chicago, between the ages of five and fifteen, that neglected entirely to avail themselves of the means provided for their instruction. It was then found to be not less than 3,000.

The number of children in Chicago at the present time, between the ages of five and fifteen, as nearly as can be ascertained, is 27,000.

The whole number of different pupils enrolled in the public schools of the city, during the year 1861, after deducting those over fifteen, was 15,159. The whole number enrolled in the private schools during 1861, was about 7,750. Deducting the whole number embraced in both public and private schools, from the whole number in the city, we have remaining 4,091 children of school age, that have not during the year been found a single day in any school, either public or private. If we make an allowance of 1,000 for the children instructed at home, and for those between five and six years of age, who remain at home without suffering any material loss, we still have over 3,000 children *due at the schools*, who are receiving no proper instruction during the period which is to decide their future character and influence, as citizens of a free Republic. Most of this class of children are constant and punctual in

their attendance upon the various schools of poverty and crime; and though never found within the walls of a school room, it is to be feared their education will prove the most expensive that is furnished to any class of children in the city.

But the truth is not yet fully told. Hundreds of those whose names are embraced in the foregoing enumeration of pupils, attended school less than a single month during the year, while hundreds of others were so irregular in their membership that they can hardly be regarded as benefited by the instruction which they received. The average daily attendance upon all the schools, both public and private, during the last year, was only about 12,600. This is less than half the number of children in the city between the ages of five and fifteen.

It is safe to say that thousands of those who now absent themselves from the schools, would be enrolled as members, if we had suitable accommodations to offer them; and it must be admitted that many of those now embraced in the schools are in rooms so much crowded and so poorly adapted to the uses for which they are employed, that the children sacrifice about as much as they gain by their attendance.

#### SCHOOL RECORDS.

A judicious use of the school register, in which a record is made of the pupil's standing and progress from day to day, is one of the most important instrumentalities that teachers can bring to their aid in securing punctual attendance and an elevated standard of scholarship and deportment. No other agency

has yet been devised, which is half so effective as this in preventing the necessity for resorting to corporal punishment in school. The consciousness that these elements of character and scholarship are permanently recorded, is an abiding and potent influence with every pupil who has not lost all self-respect and all regard for the good opinion of his friends.

In the Grammar divisions, the results of these records are sent to parents at the close of every school month, and the salutary influence of these frequent *reckonings* with pupils, in the presence of their parents, cannot be over-estimated.

In the primary rooms, most of the teachers have also learned that frequent allusions to the written record of a pupil's character and progress afford a healthy stimulant to exertion and a check to irregularity of deportment. There are, however, a few teachers who seem to regard the scholarship and deportment records as intended for the special use of the Board of Education and the Superintendent, and who seldom allude to them in the presence of their classes. It is not long since I called the attention of a teacher to the fact that she was neglecting almost entirely to make a record of scholarship and deportment in her Class Book, and received for a reply, "I do not think the records are of much use to such small children."

In another room of the same grade, I found that whenever a pupil committed a misdemeanor, the teacher informed him that a demerit mark was entered against his name in the Class Book. When several of these marks accumulated against any name,



she called the pupil to the desk, or detained him after school, and warned him of the consequences. When pupils passed an entire week, or other prescribed period, without a demerit mark, they were entitled to a mark of special credit. At the close of every day or week, she read the names of all the children that had not been marked for misconduct; and at the close of every month, the names of those that had secured the highest rank in deportment, were read before the division and printed on the black-board. By these and other similar means, a gentle pressure of influence was brought to bear at all times upon the children, which served as a substitute for more than half of all the corporal punishment inflicted by the teacher who had not learned the use of the Class Book.

The same comparison might be extended to the record of scholarship, and the same lesson drawn from it, respecting the importance of obtaining the best results by the means.

A teacher who has not learned that the most important aid may be derived from a judicious use of written records, in the management of pupils at any age, should leave teaching long enough to spend at least one term in the Normal School.\*

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\* "As a general rule, the teacher, as well as the merchant or man of business, who keeps his accounts in a loose, irregular manner, and seldom posts his books, is the one most likely to meet with failure, without knowing the cause."—*Rochester Report*.

"Those teachers who so employ a well-adjusted method as to reach the highest results, deem the practice of keeping records not only a most valuable agency in the whole management of a school, but quite indispensable, for which no equivalent can be found as a substitute.—*Ariel Parish, Member of Mass. Board of Education.*

## PRIMARY TEACHERS.

The schools are still suffering from the difficulty of securing a sufficient number of teachers who are adapted to the lowest classes of the primary schools. The labors in these grades are more arduous and responsible than in the higher divisions, inasmuch as the pupils receive more of their instruction directly from the teachers and less from books; and most of the teachers would prefer situations in the higher grades, even if the compensation was less than that of the primary teachers.

If a teacher in one of the Grammar departments gives evidence of more than ordinary tact and ability, it can hardly be regarded as an act of justice to transfer her to one of the lower divisions, against her own choice; while it often happens that teachers of uncommon excellence are transferred from the lower to the higher divisions. The consequence is, that those divisions which require teachers most distinguished for professional tact and skill, suffer most from the loss of this class of teachers. I know of no way in which this evil can be corrected, except by some discrimination in the salary paid to teachers of the lower divisions. I would therefore beg leave to recommend, that provision be made in the rules of the Board, by which teachers who have charge of classes in the ninth or tenth grade, and who give evidence of more than ordinary tact and skill, may, at the discretion of the Committee on Appointments, receive such sum as may be fixed by the Board, in addition to the salary which they would receive without the special action

of the Committee; *provided*, that this additional compensation shall not be allowed to any teacher that has not been employed in the schools of the city at least fourteen weeks, and been visited at her school room by at least two members of the Appointing Committee.\*

#### PHYSICAL EXERCISES.

One year ago, the Board of Education introduced an elaborate system of physical exercises into all the schools. Each of the different movements was described with such particularity that any teacher or school would be able to learn and execute it from the

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\* "Those active sympathies, winning ways, intuitive perceptions, womanly grace and delicacy, which captivate the hearts of all children, united with a well-balanced, well-cultivated mind, and a sincere desire to make children happy, are indispensable to the success of the primary teacher. To secure these advantages, teachers must be selected with special reference to the labor to be done; and instead of testing the fitness of teachers for higher grades in the primary schools, it is respectfully submitted that it would be wisest to begin and work in the other direction. And let the scale of wages be also inverted, to correspond with the inverted order of rank. Let the best wages be paid to the most successful primary teacher. Tradition and reverence for usage, hang heavily upon all school management and all modes of instruction, but nowhere are these more conspicuous or more oppressive, than in the common opinion that *anybody* is competent to teach the little child."—*M. F. Cowdery, Supt. of Schools, Sandusky, Ohio.*

"It requires a nicer tact, more instinctive talent, to manage successfully a primary school, than one of a higher grade."—*Rhode Island State Commissioner's Report.*

"As parts of a great system of public instruction, it is scarcely possible to attach too much importance to the primary schools. They are the base of the pyramid, and in proportion as the base is enlarged and its foundations strengthened, the superstructure can be reared with ease and rapidity in graceful proportions, and to a towering height."—*Report of Boston School Committee.*



description alone. These exercises, or portions of them, have been practised during the year from four to eight times a day in all the Primary rooms, and three or more times a day in all the Grammar rooms, with the happiest results. Not only has their favorable influence upon the health of pupils been manifest, but in many of the rooms, the improvement in erectness of form and position has been equally marked. The teachers themselves have in many instances been greatly benefited by these exercises.

So far as my knowledge extends, no other city, except Oswego, had previously introduced a thoroughly digested course of exercises, and made it obligatory upon all the schools to practise them at frequent and regular intervals, as a part of the daily routine of school duties. The experience of a year has suggested some improvements, which should be introduced when the course is reprinted.

Besides the regular course of "free gymnastics" prescribed by the Board, the High School and several of the District Schools have already been furnished with suitable gymnastic apparatus for the use of the pupils, by the liberality of parents and other friends; and it is to be hoped that the remaining districts will soon be favored with similar facilities.

An experiment has been tried during the past year, in several of the schools, with the bean-bag exercises recommended by Dr. LEWIS, of Boston; but we do not find them adapted to our use, except, perhaps, in the High School. In the Normal Department of the High School, they are still practised, with very satisfactory results.



But while I am able to give so gratifying a report respecting the influence of "free gymnastics," I regret to say, there is one serious evil still existing to a greater or less extent in all the schools, which cannot fail to exert a very deleterious influence upon the health and form of the pupils. I refer to the habit of stooping over the desks while engaged in exercises requiring the use of the pen or pencil.

I am aware that many of the teachers have devoted special attention to this matter, and in some of the schools, very considerable improvement has already been effected: but the cure is by no means radical or permanent, and in most cases, a more efficient and systematic course of treatment is required. There are some divisions, in which the pupils lose more during the day by indulging in this habit, than they gain by the practice of gymnastic exercises.

As a first step towards the correction of this evil, teachers should inform themselves and their pupils of its nature and magnitude. The next step of progress should be a firm resolve to overcome it, whatever may be the effort required.

With most pupils, a frequent admonition from the teacher will be sufficient to establish the habit of sitting erect, and when this habit is once formed, very little attention will be needed to perpetuate it. But when this measure is found to be ineffectual, a persistent habit of stooping at the desk should be treated as a misdemeanor, affecting the deportment average of the pupil the same as any other example of misconduct.

## MILITARY DRILL.

It has of late become quite fashionable to recommend the introduction of military drill into the common schools of the country, and a writer in one of the leading New York Papers goes so far as to recommend that Boards of Education should even furnish the schools with muskets to be used in their drill exercises.

There are several military movements which are well suited to aid in developing the physical system, such as marching, counter-marching, facing, dressing, etc. These I should be glad to see added to the course we have already adopted; but most of the special training of the soldier is exceedingly deficient in the essential requisites of a complete and satisfactory system of physical culture.\*

The introduction of muskets or any substitute for them, into our Grammar schools, I should regard as one of the most alarming evils that could possibly befall them.

It is the appropriate business of our public schools to train up patriots, and not soldiers. I would have the pupils study carefully the history of our government and learn what treasures of blood it cost to establish it. I would have them taught that love of

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\* "Need I say that the military drill fails to bring into varied and vigorous play the chest and shoulders? Indeed in almost the entire drill, are not these parts held immovably in one constrained position? In all but the cultivation of uprightness, the military drill is singularly deficient in the requisites of a system of muscle training, adapted to a weak-chested people."—*Dio Lewis, M. D.*

country is one of the first and most important lessons of life. I would have them sing often and with the spirit and understanding, such pieces as "The Star Spangled Banner" and "Hail Columbia." I would have them feel that when the government of the country is in peril, no personal sacrifice to save it can be too great. All these are appropriate lessons for children, at any age. But I should regard it as a fearful calamity to have either the spirit or the forms of war brought within the walls of the school room—walls hallowed to lessons of kindness, forgiveness, and love. Let the great aim of the public schools be to train communities of children to dwell together in after life, in peace and harmony. If three or five in a hundred must ultimately devote themselves to the arts of war, let them *at the proper age* be trained by themselves; but let not the other ninety-five, and especially those of the gentler sex, be surrounded by the associations of war and bloodshed during all the period of their education at school.

If the young men in our High Schools are disposed to form *volunteer companies*, and drill with wooden wands, on the school grounds, out of school hours, very few objections can be raised to the practice, and in times like the present, it may be desirable to encourage the formation of such companies. More than this would be a baleful perversion of the public school system.

#### DISCIPLINE.

The system of discipline adopted in the schools, should ever be guarded with special care. It is

equally incumbent on the Board of Education to protect the teachers in their right to enforce authority by all suitable measures, and to protect the pupils from being the subjects of undue severity. The constant aim of the teachers should be, not merely to secure the best discipline, but to secure it by the best means.

I am happy to be able to report, that our schools furnish a large number of the best models of discipline that I have ever witnessed. In most of the rooms, the prevailing influence is a spirit of mutual kindness and sympathy; the requirements of the teachers are kindly expressed and cheerfully observed. I cannot, however, conceal the fact, that very marked differences still exist, in the discipline of different schools, similarly situated, and in different divisions of the same school. There are some divisions, in which the chief element of authority is the influence of fear; and there are examples of teachers who secure a high order of discipline with less than half the amount of punishment that is resorted to by others whose circumstances are equally favorable. Teachers who find it necessary to rely so much upon the use of the rod for the preservation of order, cannot be too strongly urged to examine themselves and compare their practice with that of other teachers, and see if they cannot also learn the "more excellent way."

#### LESSONS OF OBEDIENCE.

Society is so constituted, that the influence of government must every where be felt. A cheerful and hearty submission to rightful authority, is perfectly



consistent with the freest and fullest development of a manly, independent spirit. It is impossible for any nation to maintain an existence, if the people have not learned this first great lesson of life ; least of all can a free republic like ours continue, if the people have learned to govern, but not to obey. It becomes, then, an important inquiry, when and where shall this lesson of obedience be acquired. If delayed to adult years, there is no reason to expect it will ever be learned. It must be in the period of childhood and youth ; it must be either in the family or in the school. But it is painfully manifest, that a large portion of the children of this and every community, never learn to yield to authority at home, unless it be against their wills. In the public schools, all must be brought to the same standard. A spirit of implicit obedience must be secured, before any thing else can be attempted ; not stolid, unreasoning, servile obedience, which crushes all manliness and self respect out of the soul, but that intelligent, kindly obedience, which recognizes the true relation between parent and child, teacher and pupil, and bows cheerfully and from choice to the decision of another whose character and position render it incumbent upon him to direct.

Here it is, in the public schools, that all the pupils learn a lesson which many of them would never learn elsewhere ; a lesson which is essential to the perpetuity of our free government. This, if I mistake not, is the most important bond of connection between our free school system and the State, and in this alone is found a sufficient argument for the support of free schools at the expense of the State.

I have dwelt particularly upon this feature of our school system, partly because the obligation of the State to this disciplinary element of the schools is not often fully recognized, and partly because we have at the present time so forcible an illustration of the principle, in the rebellion of the very States in which this discipline of school life has been in a great degree wanting.

#### ENGLISH GRAMMAR.

The lessons in English Grammar, as taught in the Grammar Schools, are generally prepared with sufficient care, and the recitations are thorough and satisfactory. Most of the teachers also give some attention to the language employed by their pupils, especially during recitations; but it would be a very great improvement if still more time was spent by all the teachers, from the High School down to the lowest Primary rooms, in cultivating habits of freedom and accuracy in the use of language. If one-fourth of the time now devoted to the regular recitation in Grammar, was distributed through the day, and employed in cultivating the art of conversation, and propriety and elegance of expression on all occasions, I am confident the loss would prove a most valuable gain.\*

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\* "Unless the principles of the science are applied in daily practice, and fixed in the mind by habitual exercise, comparatively little is gained from theoretical study of the formulas and parts of speech. The ability to think clearly, and express one's thoughts elegantly and perspicuously, in one's own spoken or written words, is a great acquisition, and a rare one in our grammar schools."—*Report of School Committee, Lowell, Mass.*

## SPELLING.

In most of the schools, increased attention has been given to the subject of spelling during the past year, and a more satisfactory standard has been attained. As errors in spelling are more readily detected than those in most other branches, I fear the teachers and scholars do not always receive credit for the efforts they make to secure good spelling in the schools. In most of the lower divisions, the pupils are required to print the spelling lessons on their slates, before coming to the recitation. Important aid is thus derived during the first steps of progress in acquiring this difficult art.

## WRITING AND DRAWING.

The penmanship of the schools is still kept up to a very high standard of excellence. Mr. Scribner has given his personal attention to the schools during several months of the year, and most of the teachers have devoted special attention to this branch of instruction.

The improvement in map-drawing has been very marked in nearly all the schools; and the attention that has been given in the primary divisions to printing and drawing, on the slate and black-board, is deserving of special commendation. Formerly, the small children spent a large portion of their time, either in mischievous play or in attempting to conquer the laws of their nature, which were always insisting on some active employment. Now the same time is



devoted to printing their lessons in spelling, arithmetic, etc., and in various drawing exercises.

No other rule adopted by the Board during the last five years, has been productive of such beneficial results to the schools, as that requiring every child in the primary rooms to be furnished with a slate and pencil.

#### MUSIC.

It is now more than one year since the Board dispensed with the services of a teacher of music in the public schools. I am not aware that any member of the Board expected or desired this arrangement to be permanent, and I cannot refrain from expressing the conviction that the interests of the schools are suffering seriously from the lack of a uniform and efficient system of instruction in this important branch. It is true that many of the teachers are able to conduct exercises in singing very successfully, and, in some of the divisions, the singing was never better than at the present time; but it is obvious that, in most of the schools, these results cannot be expected, without the constant aid of a professional teacher of music. Permit me then to express the hope, that this subject will receive the early attention of the Board of Education.

More than one-third of the teachers are now able to instruct their pupils in the elements of music, and the number might easily be increased to two-thirds, if other teachers would make some special effort to qualify themselves. Though there is no reason to expect that we shall, for many years to come, be able

to sustain this branch satisfactorily, without the aid of a music teacher, it is highly important that each teacher should be able to coöperate with the special teacher, and conduct the singing exercises in his absence. Has not the time already arrived, when, in selecting teachers for the schools, the musical qualifications of the candidates should be taken into consideration?

#### EXAMINATIONS.

The annual examinations of candidates for admission to the High School, are occasions of much interest in the Grammar Schools. Teachers and pupils, and in many cases parents, look forward to the results of these examinations with the deepest solicitude. The salutary influence of the High School is thus brought to bear continually upon a much larger number of pupils in the Grammar Schools than it is possible to bring under instruction in the High School itself.

These results are also regarded as showing in some degree the relative standing of the several Grammar Schools; but it is obvious that great allowance should be made for the differences which exist in the character of the pupils in different districts.

The annual examination of the Grammar divisions, which has heretofore been held in the month of June, affords a more reliable test of the progress made by the pupils, and the relative standing of the different schools. In this examination, all the pupils of one or more grades are subjected to trial, and the same questions are given, at the same

time, to the same grades of scholars in all the schools. While it is impossible for a school in one portion of the city to present the same proportion of successful candidates for admission to the High School as a school more favorably situated, our present course of study requires that the pupils in all the schools shall reach the same standard of attainment before they are transferred from one *grade* to another. It is obvious, then, that pupils in different schools, who belong to the *same grade*, should be able to sustain the same examination, though the proportion of those who are able to reach the higher grades will necessarily be less in one district than in another.

At the time of the last examination, the classification of the pupils under our present graded system was not fully completed, and the results cannot be regarded as reliable, for purposes of comparison among the schools. Indeed, there will always be modifying circumstances which will call for very considerable allowances in comparing the examinations of different schools. In some of them, classes will have been in particular grades longer than the classes in other schools, and in some of the divisions classes will perhaps be kept back after they are ready for promotion, though the general tendency is to advance pupils from one grade to another before they are properly qualified. Whenever pupils are advanced too fast, the only parties to suffer by comparing the examinations, will be the schools in which this irregularity exists.

As the examination of candidates for admission to the High School occurs at the close of the summer

term, I would recommend that the annual examination of the Grammar divisions this year, and hereafter, be held during the last week in March, and that most of the questions presented to each of the grades examined, be drawn from the studies of the grade next below.

The following are the principal objects which the Board seek to accomplish by these annual written examinations of the Grammar Schools :

1. The primary object is to stimulate the pupils to habits of faithful application, that they may be prepared to sustain an examination creditable to themselves and their teachers.

2. To learn the condition and progress of the schools, by testing the thoroughness and accuracy of the pupils' knowledge of the subjects to which they have attended.

3. To learn how far the pupils have cultivated habits of freedom and accuracy in the use of language.

4. To test the orthography of the pupils, as exhibited in their ordinary written composition.

5. To test their accuracy in the use of capitals and the marks of punctuation.

6. To test the penmanship of the pupils, as exhibited in their ordinary written composition.

7. To stimulate the schools to habits of thorough and systematic written reviews.

8. To test the thoroughness of classification in the several schools, and check the natural tendency



to advance pupils from one grade to another before they are properly prepared.\*

In making up the results of future examinations, I would recommend that the different points considered, be so far extended as to embrace the third, fourth, fifth, and sixth of the particulars here enumerated.

#### HIGH SCHOOL.

The history of the High School from its organization to the present time, has been a record of uninterrupted success. It deserves and enjoys the fullest confidence of the community. The high moral tone of the school is abundantly manifest, not merely in the daily routine of school exercises, but in the intercourse of the pupils with each other during their hours of relaxation and comparative freedom from restraint. The uniform habits of politeness and refinement which prevail among the students, are impressed upon those who have not previously enjoyed such influences; and many a home is made purer and better by the example brought back to it from the Chicago High School.

*Normal Department.*—I am happy to be able to say of this important branch of our school system,

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\* "It is believed that much of the poor reading heard in the schools, is chargeable to the premature advancement of pupils in the Readers, and placing before them matter which never was intended for them, composed of long words, abstruse sentences, and abstract ideas. It does not necessarily follow, that because a pupil can pronounce at sight a large portion of the words in a given lesson or book, he cannot continue to improve by continuing in such lesson or book; on the contrary, he is but just arrived at the point where he can be taught most advantageously, inflection, emphasis, etc."—P. H. Curtis, Superintendent of Schools, Rochester, N. Y.

that its condition could hardly be improved. Most of the graduates of the school are now among the best teachers of the city, and the average attainments and qualifications of the present members are higher than those of any previous class since the opening of the school. I would respectfully recommend, that early measures be taken to enlarge this department of the High School, so that we may hereafter be able to educate most of our own female teachers. We should by this means not only secure a higher standard of qualifications, but greater unity and efficiency of action, since the teachers employed would be those who have become familiar with our school system before engaging in the service of the Board.

## ATTENDANCE.

*Average Enrolment.*—The average number of pupils belonging to all the schools, including the High School, during 1861, was

					8,217
Average number belonging in 1860,					7,582
"	"	"	"	1859,	6,649
"	"	"	"	1858,	5,516
"	"	"	"	1857,	4,464
"	"	"	"	1856,	3,688
"	"	"	"	1855,	2,154
"	"	"	"	1850,	1,224

*Average Attendance.*—The average daily attendance of all the schools, including the High School, during 1861, was

					7,595
Average daily attendance in 1860,					6,851
"	"	"	"	1859,	5,963
"	"	"	"	1858,	4,824
"	"	"	"	1857,	3,494
"	"	"	"	1856,	2,649

*Punctuality.*—The following Table exhibits the *per cent. of attendance* on the *average number belonging*, in the several District Schools for the last six years :

SCHOOLS.	1856	1857	1858	1859	1860.			1861.		
	Whole School.	Whole School.	Whole School.	Whole School.	Grammar Dept.	Primary Dept.	Whole School.	Grammar Dept.	Primary Dept.	Whole School.
Dearborn . . . . .	82	75	83	87	93	86	88	95.3	91.	92.5
Jones . . . . .	63	78	86	90	94	91	91	95.4	93.6	93.9
Scammon . . . . .	77	81	83	90	93	90	91	94.9	91.2	92.3
Kinzie . . . . .	68	75	84	87	93	85	88	96.	95.2	95.4
Franklin . . . . .	72	79	90	90	93	90	91	95.7	93.4	93.9
Washington . . . . .	72	69	86	88	92	89	90	95.3	92.	92.8
Moseley . . . . .	63	80	89	90	94	87	90	93.8	91.1	92.1
Brown . . . . .	72	83	92	92	95	92	93	94.6	91.3	93.
Foster . . . . .	65	80	89	90	94	90	91	94.8	91.9	92.7
Ogden . . . . .	..	83	93	92	93	89	90	91.4	89.1	89.9
Newberry . . . . .	..	..	..	87	92	89	90	92.3	89.1	90.1
No. Twelve . . . . .	..	..	..	86	96	87	89	95.4	89.8	90.9
Skinner . . . . .	..	..	..	..	92	88	90	92.8	89.6	90.8
AVERAGE . . . . .	71	77	87	89	93	89	90	94.2	91.5	92.3

*Attendance Rule.*—The rule of the Board requiring some degree of regularity in the attendance of pupils while in health, as a condition of membership, has now been in operation over four years, and its salutary influence is felt in every part of our school system.

It will be seen by the foregoing table that the absences of the schools have been reduced from 29 per cent. to 8 per cent. If we deduct 3 per cent. for the absences occasioned by sickness, we find the absences for other causes than sickness have been reduced from 26 per cent. to 7 per cent.

This high degree of punctuality has been attained by the influence of the attendance rule, and by the most indefatigable efforts on the part of the teachers. I have no hesitation in saying, that we have now



reached as high a standard of punctuality as it is desirable for us to attempt. The cost of carrying the standard higher would be greater than the gain.

#### ATTENDANCE.

*Pupils Distinguished for Punctuality.*—The number of pupils in the District Schools, who were present every half day during 1861, or an entire year ending in 1861, was 120. The number present every half day during the previous year, was 83.

The following are the names of those who were *present every half day* during 1861, or an entire year ending in 1861:

DEARBORN SCHOOL.—William F. Hunt, Edward Wright, Walter Haskell, John B. Adams, Peter McG. McBean, Francis H. Carter, Mason C. Hatch, Walter Banyon, Frederic Burt, John J. Flanders, Benjamin Peabody, William F. Monroe, Francis D. Granger, Francis Smith, Charles P. Stein, Alonzo Doughty, Della E. Holmes, Alice M. Ranni, Fannie A. Lamb, Frances V. Hovey, Viola E. M. Young, Emeline Wehrli, Emily Ahles.—23.

JONES SCHOOL.—Charles Aiken, Joseph Shindrow, Maria Neef, Ellen Maker, Ginevra Flanders, Nettie Melick, Melissa Denman.—7.

SCAMMON SCHOOL.—Eliza Armstrong, Mary Furnold, Carrie Jewell, Sarah Oberlander, Betty Schinguirtz.—5.

KINZIE SCHOOL.—Albert Borchardt, John Ludstrom, Michael Long, Logan Smith, Thomas O'Leary, William Kennedy, William Apfel, Emeline Palmer, Margaret Riley, Josephine Oliver, Mary Schaefer, Louise Muhlke, Maggie McDermott, Theresa Turner.—14.

FRANKLIN SCHOOL.—William Mellen, William Fleming, John Fleming, Alexander Fleming, George Smith, Agnes Magee, Mary Fleming.—7.

WASHINGTON SCHOOL.—Robert Barthel, Ella Ebbert, Willie Ebbert, Emidy Lewis, Michael Mahoney, Charles Richberg, John Rudolph, Virginia Ozier.—8.

MOSELEY SCHOOL.—John R. Buchanan, William C. Betts, Charles R. Calkins, William A. B. Perry.—4.

BROWN SCHOOL.—Frederick S. James, Wallin J. Boot, William W. Evans, Reuben Knox, George Taylor, Nevin W. Freeman, Warren Scoville, Anna Rockwell, Eliza Lewis, Flora James, Martha Winchel.—11.

FOSTER SCHOOL.—William H. Cheshire, John S. Conway, Samuel Hughes, Thos. Mackey, Hiram McGraw, John Pullen, Fritz Roth, Wm. Weinert, Sarah Armstrong, Mary A. Carroll, Emeline Coburn, Eliza Favor, Kate Hennecberry, Frederika B. Hull, Mary Kubric, Lizzie Roth.—16.

OGDEN SCHOOL.—John Brodie, Christina E. Brodie, John Thomas Dougall, Lizzie Henderson, Mary Packard, Calvin Stambaugh, Robert Templeton.—7.

NEWBERRY SCHOOL.—Beulah F. Childs, Jerome S. Childs.—2.

SCHOOL No. TWELVE.—Robert A. Hintze, Gustave Labhart, John D. Brosnahan.—3.

SKINNER SCHOOL.—Augustus Anderson, John Curren, H. Dexter Jennings, John T. Mullen, Stephen Walker, William H. Wells, Jr., Frank Burtis, Samuel T. Chamberlain, Joseph Wolfenstetter, Cora C. Anderson, Mary J. Loft, Ella Windoes, Maria Leonard.—13.

The number of pupils in the District Schools, who were *neither absent nor tardy* during 1861, or an entire year ending in 1861, was 82. The number during the previous year, was 60.

The following are the names of those who were *neither absent nor tardy* during 1861, or an entire year ending in 1861:

DEARBORN SCHOOL.—Peter McG. McBean, Francis H. Carter, Mason C. Hatch, Walter Banyon, Frederic Burt, John J. Flanders, Benjamin Peabody, William F. Monroe, Francis

D. Granger, Francis Smith, Charles P. Stein, Alonzo Doughty, Fannie A. Lamb, Frances V. Hovey, Viola E. M. Young, Emeline Wehrli, Emily Ahles.—17.

JONES SCHOOL.—Ginevra Flanders, Nettie Melick, Melissa Denman.—3.

SCAMMON SCHOOL.—Eliza Armstrong, Mary Furnold, Carrie Jewell, Sarah Oberlander.—4.

KINZIE SCHOOL.—Albert Borchardt, Logan Smith, Margaret Riley, Mary Schaefer, Maggie McDermott.—5.

FRANKLIN SCHOOL.—William Mellen, William Fleming, George Smith, Agnes Magee.—4.

WASHINGTON SCHOOL.—Robert Barthel, Tilla Ebbert, Willie Ebbert, Virginia Ozier.—4.

MOSELEY SCHOOL.—William C. Betts, Charles R. Calkins, William A. B. Perry.—3.

BROWN SCHOOL.—Frederie S. James, Wallin J. Boot, William W. Evans, George Taylor, Reuben Knox, Warren Seoville, Eliza Lewis, Flora James, Martha Winchell.—9.

FOSTER SCHOOL.—William H. Cheshire, John S. Conway, Samuel Hughes, Thomas Mackey, John Pullen, William Weinert, Sarah Armstrong, Mary A. Carroll, Emeline Coburn, Eliza Favor, Kate Henneberry, Frederika B. Hull.—12.

OGDEN SCHOOL.—John Brodie, John T. Dongall, Calvin Stambaugh, Robert Templeton, Christina E. Brodie, Lizzie E. Henderson, Mary Packard.—7.

NEWBERRY SCHOOL.—Beulah F. Childs, Jerome S. Childs.—2.

SCHOOL No. TWELVE.—Robert Hintze, Gustave Labhart, John D. Brosnahan.—3.

SKINNER SCHOOL.—Augustus Anderson, John Curren, H. Dexter Jennings, John T. Mullen, Stephen Walker, William H. Wells, Jr., Cora C. Anderson, Mary J. Loft, Ella Windoes.—9.

The following pupils have belonged to the schools during *two years* without being *absent* a single half day:

DEARBORN SCHOOL.—William F. Hunt, Benjamin Peabody.

SCAMMON SCHOOL.—Mary Furnold.

KINZIE SCHOOL.—Thomas O'Leary.

FRANKLIN SCHOOL.—George Smith, William Fleming, John Fleming.

WASHINGTON SCHOOL.—Emidy Lewis.

MOSELEY SCHOOL.—William A. B. Perry.

BROWN SCHOOL.—Wallin J. Boot.

FOSTER SCHOOL.—William H. Cheshire, Thomas Mackey, Emeline Coburn.

OGDEN SCHOOL.—John T. Dougall, Robert Templeton.

NEWBERRY SCHOOL.—Jerome S. Childs.

SCHOOL No. TWELVE.—Gustave Labhart.

SKINNER SCHOOL.—H. Dexter Jennings, John T. Mullen, Cora C. Andersen, Mary J. Loft.

The following pupils have belonged to the schools during *two years*, without being either *absent* or *tardy* a single half day:

DEARBORN SCHOOL.—Benjamin Peabody.

SCAMMON SCHOOL.—Mary Furnold.

FRANKLIN SCHOOL.—William Fleming.

MOSELEY SCHOOL.—William A. B. Perry.

BROWN SCHOOL.—Wallin J. Boot.

FOSTER SCHOOL.—William H. Cheshire, Thomas Mackey, Emeline Coburn.

OGDEN SCHOOL.—John T. Dougall, Robert Templeton.

SKINNER SCHOOL.—H. Dexter Jennings, John T. Mullen, Cora C. Anderson, Mary J. Loft.

The following pupils have belonged to the schools during *three years*, without being *absent* a single half day:

FRANKLIN SCHOOL.—John Fleming, George Smith.

FOSTER SCHOOL.—William H. Cheshire, Emeline Coburn.

OGDEN SCHOOL.—John T. Dougall.

The following pupils have belonged to the schools



during *four years* without being *absent* a single half day :

SCAMMON SCHOOL.—Mary Furnold.

FRANKLIN SCHOOL.—William Fleming.

OGDEN SCHOOL.—Robert Templeton.

SKINNER SCHOOL.—H. Dexter Jennings.

*Tardinesses.*—The whole number of tardinesses in the District Schools, during 1861, was 39,335.

This is 4.95 tardiness for each pupil of the average number belonging to the schools.

In 1860, the tardinesses amounted to 3.75 for each pupil.

The number of pupils in the District Schools, enrolled as members during the whole of 1861, and not tardy in a single instance, was

543

The number in 1860, was

451

*Whole Number Enrolled.*—The whole number of different pupils enrolled during the year 1861, including those of the High School, was,

Boys, 8,640 ; girls, 7,801, - - 16,441

Comparing this number with the average enrolment, we find that the *average number belonging* in 1861, was 50 per cent. of the *whole number enrolled*. In 1860, the *average number belonging* was only 45.8 per cent. of the *whole number enrolled*.

*Changes of Membership.*—The whole number admitted and re-admitted to the District Schools, during 1861, was,

Boys, 9,997 ; girls, 9,091, - - 19,088

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The number re-admitted once, was	4,962
“ “ twice,	1,394
“ “ three times,	413
“ “ four or more times,	114

The number of pupils that belonged to the schools during the whole of 1861, without at any time losing their membership, including those of the High School, was,

Boys, 1,060 ; girls, 928,	1,988
In 1860, the number was	1,663

The number that belonged to the schools less than three months of 1861, was,

Boys, 2,617 ; girls, 2,139,	4,756
In 1860, the number was	5,389

*Age, etc.*—The number of pupils under six years of age, enrolled as members during 1861, was,

Boys, 1,121 ; girls, 1,015,	2,136
In 1860, the number was	1,872

The number over fifteen, in the District Schools, in 1861, was,

Boys, 462 ; girls, 528,	990
In 1860, the number was	1,123

The whole number of pupils of German parentage, enrolled during 1861, including those of the High School, was

In 1860, the number was	2,580
	2,887

The number of colored children, in 1861,

was	172
In 1860, the number was	170

## EVENING SCHOOLS AND UNCLASSIFIED SCHOOLS.

Notwithstanding the general success of the public school system of the city, there are still among us a large class of young persons, for whose instruction no adequate provision has been made. There are hundreds of children between the ages of ten and fifteen years, whose education has been almost entirely neglected, and who would not now find the public schools adapted to their peculiar wants, even if they could be induced to attend. There are also many hundreds of persons, between fifteen and thirty, who are equally ignorant, and who cannot be expected to derive any particular benefit from these schools.

It needs no argument to prove that this amount of ignorance is a dangerous element in any community; and it is equally true, that many of these classes have remained in ignorance, not so much from their own choice, as from lack of favorable opportunities to attend school.

In most other cities, special provision is made for the instruction of these classes of persons, by the establishment of *evening schools*, during the winter months, as a part of the public school system.

In the present straitened condition of our financial resources, it is important for us to apply the funds we have to the best possible use, and I believe the small sum required to sustain one or more evening schools during three months in the year, would prove as productive an investment as any that is now made for the support of schools.

But while many persons who need this special instruction are so situated that they cannot attend during the day, there are others who would like to attend a day school three or four months in the year and devote special attention to a limited number of branches. Pupils of this class are now found in nearly all the schools in the city. In most cases, they are a hindrance to the classes which they enter; and their own improvement is less satisfactory than it would be in a school by themselves.

If the Board should make provision for evening schools, this evil would be somewhat lessened; but if evening schools should not be established, I would respectfully recommend that the experiment be tried, of opening an *unclassified school*\* in some central

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\* “*The Unclassified School* — This school has now been in operation one year. Its design is to accommodate a class of pupils whom it was difficult to accommodate in regularly classified schools. It often happens that when pupils come here to live from abroad, and apply for admission to our schools, it is difficult to locate them satisfactorily, from the fact that they are deficient in some branches, which would require them to enter at a lower point than their proficiency in other branches would require. In such cases, they are sent to this Unclassified School, and their whole time and attention directed to the branches in which they are deficient, until qualified in these to enter at a point where their proficiency in other branches will warrant their commencing.

“Again, it frequently happens that a lad who is not a regular attendant upon the schools, desires to attend for a few months, either because he is out of employment, or because he desires to review, or attend to some branch or branches with reference to a better preparation for business, and desires to press forward in them as rapidly as possible. In this school they can be accommodated, while the graded school would fail to meet all their wants. Another class of pupils are also here accommodated, who, either from their own, or the neglect of their parents or guardians, have grown up to youth without even the first rudiments of a primary education. They are ashamed, from their age and size, to be associated with those who are their equals in their knowledge of the



locality, to which pupils may be received under certain restrictions, from any part of the city.

## TO PARENTS.

As this Report goes into most of the families of the city, I trust I shall be pardoned if I address a few words directly to parents.

You entrust your children to our care ; how often do you visit the schools to see with what fidelity this trust is discharged ? Has it ever occurred to you that both teachers and pupils are greatly encouraged and aided in their efforts, by the visits of parents ? Is it not the plainest duty of every parent, or at least of one of the parents of every child, to visit the school as often as once a term ? And are you willing to live in the neglect of such a duty to your own children ? Have you thought how much you could do to aid the teacher by making his acquaintance, inviting him to your house, and thus showing your children that you are coöperating with the teacher in the efforts he is making for their improvement ?

We are making special efforts to secure a uniform system of classification, so that pupils may be able to study to the best possible advantage, and go regularly forward in their course. Many parents seem not to be aware that by taking a child from school

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branches taught in the schools ; and what is more, the furniture of the room is not fitted to accommodate them. The only way anything can be done for them, is to put them into a school like this.

“The opening of this school was regarded as an experiment, but the result has proved the wisdom of establishing it, and it may now be regarded as a permanent feature in our system of schools.”—*Oswego School Report*.

—

for a few weeks, he loses his place in his class, and thus sacrifices in a single month the progress of several months. Will you have the kindness to look at the number of changes of membership in the schools, as reported on page 33, and if your children have heretofore been irregular in their connection with the schools, will you aid us in removing this great impediment to all successful progress?

We are making special efforts to preserve the pupils of the schools from contamination by the influence of vicious associates, when no teacher or parent is near to watch over them. But many parents allow their children to remain at school during the intermission at noon, when there is no necessity for it, and many allow them to come to the school grounds half an hour or more before the hour for commencing school, when no teacher is near to protect them. Will you render us special aid in correcting this evil?

May I venture one step farther, and allude to certain home influences in a large number of families that do very much to counteract the best efforts of the teachers at school? We are constantly striving to banish from the school premises every profane oath, and all kinds of vulgar and offensive language; but it is painful to reflect, that many a pupil in our schools hears these forms of expression from the lips of his own father or elder brother at home. And yet no father, whatever habits he may have fallen into himself, can for a moment desire

to see his children imitate him in the use of such language. If I could but gain the confidence of every such father, I would whisper in his ear a note of warning, and beseech him, as he regards the well being of his children, to abstain from habits which are doing so much to ruin both him and them.

There is also a class of mothers, with whom I desire a word of friendly converse. We are using our best endeavors to infuse into the schools a spirit of kindness, and cheerfulness, and refinement, and to banish from them all forms of coarse and abusive language, and every unseemly act. But there are hundreds of children in the schools whose home life is unhappy, and whose every fault, real or fancied, is almost sure to call down upon them a storm of angry reproach, or subject them to forms and degrees of punishment which are governed, not by the nature of the offense nor a desire to benefit the children, but by the passion or caprice of the parent. There are also hundreds of children, whose mothers understand full well the proprieties of life, and are able to assume them at pleasure, and yet, constantly let themselves down to a very different standard of deportment in the presence of their own children. They seem not to know that coarseness of language, harshness of tone, and a spirit of peevishness and fault-finding in the daily bearing of the mother, are almost sure to be re-produced in the child. If parents of all classes could but realize how true it is, that the manners and language of their own home life mould the manners

and language of their children, I am sure they would be more careful of their daily example, and teachers would receive more efficient coöperation and assistance, in their efforts to improve the morals and manners of their pupils.

Respectfully submitted,

W. H. WELLS,

*Superintendent of Public Schools.*

CHICAGO, February 18, 1862.



# REPORT

## OF THE

### PRINCIPAL OF THE CHICAGO HIGH SCHOOL.

—♦♦—

*To the Board of Education of the City of Chicago:*

GENTLEMEN: The number of pupils belonging to the High School is 312—males 125; females 187. Of these, 269 are in the General and Classical Departments, and 43 in the Normal.

There have been admitted during the year, 198—males, 75; females, 123.

The result of the examination in July, when the per cent. required for admission was 56, is shown by the following table:

SCHOLARS.	Number Examined.	Number Admitted.	Average Scholarship of those Examined.	Average age of those admitted.				Average time in Public Schools of those admitted
				Males.		Females.		
				Y.	M.	Y.	M.	
Dearborn.....	19	17	65	14	8	15	1	3 8
Jones.....	36	23	63	14	6	15	2	3 5
Scammon.....	20	15	60	15	5	16	1	2 9
Kinzie.....	9	8	61	15	7	15	1	3 7
Franklin.....	6	4	63	14	4	15	2	4 3
Washington.....	8	5	61	16	8	15	5	2 5
Moseley.....	13	11	63	14	0	15	5	2 6
Brown.....	17	14	72	14	6	14	8	3 11
Foster.....	10	7	65	15	4	14	6	3 9
Ogden.....	20	13	59	15	1	15	4	3 3
Newberry.....	9	6	57	..	..	15	11	3 4
No. Twelve.....	3	1	55	13	10	..	..	4 0
Skinner.....	46	30	61	16	2	15	8	2 7
TOTAL.....	216	159	62	15	0	15	4	3 4

Of those admitted, twelve failed to present themselves at the commencement of the term.

At the examination at the close of the Fall term, three candidates were examined, two of whom were admitted.

At the close of the school year, in July, thirty-nine pupils graduated, after completing the prescribed course of study. The following are the names of the graduates:

FROM THE CLASSICAL DEPARTMENT.—Fred. A. Chapman, Jay G. Huntington, Alfred L. Leadbeater, Joseph H. Willard.

FROM THE GENERAL DEPARTMENT.—Eleanor I. Armstrong, Emily Boyce, Arthur Burnam, Geo. Coombs, John Culver, Robert Currer, Alonzo J. Curry, Louise Eldred, Louis Frank, Ambrose Higgins, William P. Jones, Ella A. Kimball, Laura A. Leonard, Jeremiah Mahony, Jacob Meyer, Ada C. Miller, Caroline E. Powers, Joseph S. Reynolds, William M. Scudder, Harriet E. Sumner, Clara E. Shacker, Martha Throop, Caroline M. Whitehead, Jane E. Whitehead, Susan M. Willard, Charles L. Wiltberger.

FROM THE NORMAL DEPARTMENT.—Emma Brooks, Sarah J. Buchanan, Arvilla Crawford, Lucy Kendall, Annie K. Moulton, Mary G. Sinclair, Isabella H. Thomson, Mary A. Wilmans.

Thirty-three of the female teachers now employed in the Public Schools of the city are from the Normal Department, and thirteen from the other Departments of the High School.

The life membership in the Young Men's Association was awarded to Fred. A. Chapman, and life scholarships in Bryant & Stratton's Commercial College to F. A. Chapman, John Culver, Ella A. Kimball and Annie K. Moulton.

During the year, 134 pupils, of whom 69 were males, and 65 females, left before completing the full course, for which the following reasons were assigned :

Ill health,	39
Poor scholarship,	24
Business,	24
Removal from city,	11
Sickness of parents,	9
Recreation,	9
Enlistment of father,	4
Enlistment,	1
Suspension,	1
Marriage,	1
Death,	1
Other schools.	3
Unknown,	5

Of these, 29 were re-admitted during the year.

At the commencement of the school year, the number of pupils was sufficient to occupy every desk in the building, which has seemed to some "a consummation devoutly to be wished."

Hereafter, therefore, only those places vacated by graduation, or otherwise, will be available for the accommodation of new classes.

The average number of pupils during the year was 275 ; the average daily attendance, 265 ; the per cent. of attendance, 96.3.

The number not absent a single half day was 83—males, 38 ; females, 45. The number not tardy was 270—males, 108 ; females, 162.

The number neither absent nor tardy, 76—males, 35 ; females 41.

With the exception of one additional teacher at

the commencement of the present school year, no change has taken place in the corps of instruction, which has not been without its influence on the efficiency of the school.

Those most familiar with the daily duties of the school room are best aware, that to the members of no profession is experience probably of more value, than to the faithful and zealous teacher.

Such a one, who does not rest satisfied with going through the unvarying routine of daily recitations, will not find his labor diminished, or his interest lessened, by repeating the same studies from term to term. A practical experience alone can awaken him to a full consciousness of the necessity of acquainting himself with the character and capabilities of his pupils, of continually devising new methods for exciting a generous emulation, for encouraging habits of investigation and reflection, and inducing a spirit of cultivation and refinement.

And the most thoroughly prepared teacher may find an ample field for the exercise of all his powers in making himself acquainted with the best educational works, in keeping pace with the progress of the sciences and arts, and from the stores of general and classical literature judiciously selecting what may be brought to bear most successfully upon the progress of his pupils.

And no subject, probably, within the range of those taught in the High School, however frequently it may have been presented, can be taught with the best success, without special preparation for the particular class and recitation.



Thus only can the advantages of a large experience be combined with the freshness and vigor which are sometimes thought to mark the efforts of a younger teacher.

Besides, it is not sufficient to be so familiar with the subject, as to be able to present it with scientific precision, but it requires far more skill and patience, and, for all the purposes of education, is often more valuable, to draw out one clear, concise and full explanation or analysis from the pupil, than for the teacher to give half a dozen himself, and one of the last things for a teacher to learn often seems to be "how not to do it."

By the personal character of those who enter the profession, not as a relay station where they may lie by till "something turns up," but with a full appreciation of its requirements, making their experience contribute daily to their own intellectual growth, and their power to develop the mind and character of their pupils, rather than by any cunningly devised theories, will it take that place among the other professions, which its importance merits.

Very respectfully,

GEORGE HOWLAND,

*Principal.*

CHICAGO, February 18, 1862.



# APPENDIX.

## SCHOOL FUND.

The amount of real estate now belonging to the School Fund, within the Limits of the city, is estimated at.....	\$900,000
Amount of real estate outside of the city.....	25,000
Money loaned, principal.....	52,000
Wharfing Lot Fund.....	29,180
Whole amount of School Fund.....	\$1,006,180

A considerable portion of the real estate belonging to this fund is not now available, and much of it is leased on very low rents.

The income of the School Fund, for the year ending December 31, 1861, including also the dividend from the State Fund, was as follows :

Interest on loans.....	\$6,520.74
Rents.....	21,152.47
State Dividend.....	18,161.51
Amount .....	\$45,834.72

The sum required to pay the salaries of the Teachers and Superintendent, is in part furnished by the avails of the School Fund, which cannot be applied to any other purpose. During the last year, the aid required from the School Tax Fund in meeting these salaries was \$25,631.

## EXPENDITURES FOR THE SUPPORT OF SCHOOLS.

The following is a summary of the expense of supporting the Public Schools during the year ending December 31, 1861 :

Salary of Teachers and Superintendent.....	\$68,607.97
Labor and supplies; including fuel, repairs, care of buildings, office expenses, printing, etc.....	17,651.85
Rent of school buildings, furniture, and lots belonging to city, estimated.....	16,706.46
Rent of school lots belonging to the School Fund, esti- mated.....	3,025.00
Other rents.....	495.50
Amount .....	\$106,486.78

In estimating the rent of the school estates belonging to the city, each lot is taken separately, and set down at such sum as it would bring if leased for other purposes, and the amount of these estimates is added to six per cent. on the present valuation of the buildings and furniture.

*Expense per Scholar in all the Schools.*—The whole cost of instruction the last year was \$106,486.78. This amount, divided by 8,217, the average number of pupils belonging to all the schools, including the High School, shows the expense per scholar to have been \$12.96.

*High School.*—The expense of sustaining the High School during the last year, was \$12,235. This amount, divided by 275, the average number of pupils belonging to the school, shows the cost per pupil to have been \$44.49.

*District Schools.*—The whole cost of sustaining the District Schools (Grammar and Primary,) during the last year, including estimated rent of buildings and grounds, was \$94,252.78. This sum, divided by 7,942, the average number belonging to the schools, shows the expense per scholar to have been \$11.87.

#### PERMANENT IMPROVEMENTS.

The cost of permanent improvements on the school buildings and grounds, during the year ending December 31, 1861, amounted to \$4,528.

#### MOSELEY FUND.

In 1856, a fund of \$1,000 was established by FLAVEL MOSELEY, Esq., the interest of which is expended in purchasing text-books for indigent children attending the public schools.

#### JONES BOOK FUND.

In 1858, WILLIAM JONES, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Jones School, in procuring text-books for indigent children, books of reference, maps, globes, etc.



## FOSTER MEDAL FUND.

In 1857, DR. JOHN H. FOSTER established a fund of \$1,000, the avails of which are expended in procuring medals and other rewards of merit for the most deserving pupils attending the Grammar Departments of the District Schools.

## AWARD OF FOSTER MEDALS, FROM THE ESTABLISHMENT OF THE FUND TO THE PRESENT TIME.

Armstrong, Ellen J.	Ogden School,	1858
Adsit, Isabella F.	Dearborn "	1859
Armstrong, Henrietta	Ogden "	1859
Allen, Elizabeth	Newberry "	1860
Atwater, Emma Josephine	Jones "	1861
Alston, David	Kinzie "	1861
Apfel, George	Kinzie "	1861
Abbott, Georgia B.	Moseley "	1861
Andersen, Augusta E.	Foster "	1861
Allen, Mary A.	Newberry "	1861
Allin, Jane,	No. Twelve "	1861
Berg, Joseph A.	Kinzie "	1859
Burton, Sophia Ann	Brown "	1859
Brechbill, Emma	Kinzie "	1860
Bradley, Anna	Brown "	1860
Barry, Helen S.	Skinner "	1860
Butler, Adella E.	Dearborn "	1861
Barney, Mary Elma	Jones "	1861
Beardsley, Susie A.	Moseley "	1861
Brodie, Nellie T.	Ogden "	1861
Boring, Charles O.	Skinner "	1861
Creswell, Rebecca	Scammon "	1858
Culver, John	Washington "	1858
Carver, Laura A.	Washington "	1858
Clark, Mary	Moseley "	1858
Campbell, James Barclay	Jones "	1859
Craig, Kitty	Franklin "	1859
Culbertson, James M.	Moseley "	1859
Church, Cordelia E.	Ogden "	1859
Currier, Emily	Dearborn "	1860

## AWARD OF FOSTER MEDALS.—CONTINUED.

Cook, Josephine M.	Scammon School	1860
Cook, Marion L.	Scammon "	1860
Culver, Jane	Washington "	1860
Culbertson, Willis	Moseley "	1860
Coombs, Eliza	Moseley "	1860
Clark, Robert	No. Twelve "	1860
Clayton, Lucy	Kinzie "	1861
Coale, Maria J.	Moseley "	1861
Childs, Beulah F.	Newberry "	1861
Dickinson, Charles E.	Jones "	1858
Day, Julius E.	Kinzie "	1858
Drummond, Frank	Ogden "	1858
Davis, Harriet L.	Scammon "	1859
Decreet, Mary C.	Moseley "	1859
Dinet, Josephine A.	No. Twelve "	1859
Dake, Sarah E.	Dearborn "	1860
Douglass, Ellie	Moseley "	1860
Dougall, Margaret	Ogden "	1860
Dougall, Eliza Ann	Ogden "	1860
D'Wolf, Henry	Ogden "	1860
Dorsett, Ada	Dearborn "	1861
D'Wolf, Anna S.	Dearborn "	1861
Eames, Oliver E.	Washington "	1858
Evans, Mary A.	Scammon "	1861
Ennis, Anastasia	Franklin "	1861
Elmore, Theodore J.	Brown "	1861
Fisher, Henry D.	Jones "	1858
Fennimore, Jane A.	Foster "	1858
Flagg, Sarah O.	Brown "	1859
French, Hannah K.	Dearborn "	1860
Foster, Julia	Dearborn "	1860
Freeman, Annette	Brown "	1860
Foley, Charlotte A.	Brown "	1860
Fitch, Mary	Brown "	1860
Fleming, William J.	Franklin "	1861
Furst, Charles J.	Foster "	1861
Gilmore, Christopher G.	Kinzie "	1858

## AWARD OF FOSTER MEDALS.—CONTINUED.

Goode, Lavinia L. E.	Franklin School,	1858
Goode, Jane A.	Newberry “	1859
Greene, Mary D.	Brown “	1860
Goodwillie, Agnes W.	Newberry “	1860
Gaffney, Mary E.	Scammon “	1861
Gilmore, Elizabeth	Washington “	1861
Ginther, Frederica W.	Foster “	1861
Gillispie, John	Foster “	1861
Grenell, Mary Adelaide	Newberry “	1861
Hovey, Josephine B.	Dearborn “	1858
Hand, Henry E.	Dearborn “	1858
Hunt, Warren J.	Moseley “	1858
Huse, Martha K.	Moseley “	1858
Holbrook, Maria L.	Moseley “	1858
Hollingsworth, Josephine	Brown “	1858
Hintze, William	Brown “	1858
Hall, Charles M.	Foster “	1858
Hutchinson, William A.	Washington “	1859
Hutchinson, George E.	Washington “	1859
Heald, Martha E.	Brown “	1859
Howe, Charles Merwin	Ogden “	1859
Higginson, Charles M.	Ogden “	1860
Haven, Alice	Skinner “	1860
Haven, Mary	Skinner “	1860
Hallenbeck, Ethalinda	Skinner “	1860
Hazelton, Roxanna	Scammon “	1861
Herbst, Hartwig	Foster “	1861
Hatheway, George H.	Ogden “	1861
Holbrook, Rachel E.	Newberry “	1861
Holding, John S.	No. Twelve “	1861
Humphrey, Hattie A.	Skinner “	1861
Hoyne, James T.	Jones “	1861
Jones, William P.	Ogden “	1858
Kramer, Charles	Jones “	1859
Kennedy, Ellen J.	Kinzie “	1859
King, John C.	Ogden “	1860
Kern, Louisa D.	Newberry “	1860

## AWARD OF FOSTER MEDALS.—CONTINUED.

Keith, Carrie S.	Moseley School,	1861
Kendall, Bella A.	Skinner “	1861
Light, Anna A.	Scammon “	1859
Lamb, Caroline	Kinzie “	1859
Loomis, Jeanette A.	Washington “	1859
Lock, Lois Bennett	Jones “	1859
Levi, Minnie	Dearborn “	1860
Loomis, Anzelette	Jones “	1860
Lane, Clara L.	Scammon “	1860
Lascelle, Annette M.	Moseley “	1860
Luders, Henry	Foster “	1860
Lochbihler, Louis	Scammon “	1861
Lang, Peter T.	Ogden “	1861
Meyer, Jacob	Dearborn “	1858
Meyer, Mary	Dearborn “	1858
Manchester, Viola E.	Scammon “	1858
Mahoney, Finis E.	Franklin “	1858
Marcy, Hattie M.	Washington “	1858
Morgan, Susan	Brown “	1858
Morrison, Hannah	Foster “	1858
McIntyre, Frances E.	Foster “	1858
Mathews, Fanny G.	Foster “	1858
McCalla, Albert	Jones “	1859
Milleman, Philip	Kinzie “	1859
McGrath, Frances A.	Washington “	1859
Melick, Francis M.	Moseley “	1859
McDowell, Bessie	Jones “	1860
McCarthy, Eugene	Kinzie “	1860
McIlvaine, John	Kinzie “	1860
Mellen, William S.	Franklin “	1860
Moss, Lizzie A.	Franklin “	1860
Moody, Georgianna	Moseley “	1860
Manchester, Mary	Skinner “	1860
Mead, Theodore	Skinner “	1860
Myer, Nancy	Moseley “	1861
Mills, Luther L., 2d	Brown “	1861
Moore, Ella F.	Skinner “	1861



## AWARD OF FOSTER MEDALS.—CONTINUED.

Melendy, Ella R.	Skinner School,	1861
Manchester, Carrie S.	Skinner "	1861
Nisbett, Frances A.	Scammon "	1858
Needham, Adolphus H.	Foster "	1859
Newton, Walter	Newberry "	1859
Nash, Marilla	Jones "	1860
Norwood, Frances H.	Scammon "	1861
Osborn, Fanny E.	Skinner "	1860
Prouty, Mary F.	Ogden "	1858
Patterson, Alice J.	Dearborn "	1859
Prendergast, Maggie	Washington "	1860
Patrick, Henrietta E.	Washington "	1860
Peck, Helen	Moseley "	1860
Porter, Mary H.	Foster "	1860
Perkins, Lizzie A.	Newberry "	1860
Patterson, Isabella	Skinner "	1860
Phelps, Lydia Marie	Jones "	1861
Pullen, Frederic W.	Foster "	1861
Reynolds, Joseph S.	Scammon "	1858
Rucker, Ella A.	Dearborn "	1859
Robinson, Samuel Thompson	Moseley "	1859
Rosenfield, Carrie	Jones "	1860
Richardson, Calvin H.	Foster "	1860
Reed, Laura S.	Dearborn "	1861
Robinson, Sarah	Moseley "	1861
Richards, Olive C.	Ogden "	1861
Scantlebury, Annie	Dearborn "	1858
Sharp, Martha E.	Jones "	1858
Sauter, Charles J.	Kinzie "	1858
Shaub, John	Kinzie "	1858
Spafard, Hattie A.	Franklin "	1858
Skelton, Lizzie	Brown "	1858
Simpson, Maggie S.	Dearborn "	1859
Sim, Sarah	Scammon "	1859
Sullivan, John B.	Franklin "	1859
Stolbrand, Adolph	Franklin "	1859
Stevens, Sarah A.	Foster "	1859

## AWARD OF FOSTER MEDALS.—CONTINUED.

Sheppard, Robert D.	Foster	School,	1859
Sinclair, Mary G.	Foster	"	1859
Seudder, John Meeker	Ogden	"	1859
Salisbury, Alice E.	Scammon	"	1860
Smale, John	Moseley	"	1860
Stephens, William G.	Foster	"	1860
Shipman, Frederic A.	Ogden	"	1860
Speer, Frances A.	Dearborn	"	1861
Smith, Frances Sabria	Jones	"	1861
Schaefer, Mary T.	Kinzie	"	1861
Sullivan, Daniel	Franklin	"	1861
Schram, Lewis	Washington	"	1861
Sweet, Charles S.	Brown	"	1861
Smith, Jennie N.	Brown	"	1861
Stevens, Mary D.	Foster	"	1861
Scott, Maria	Skinner	"	1861
Scott, Susie	Skinner	"	1861
Thomson, Isabella H.	Dearborn	"	1859
Throop, J. G. Whittier	Scammon	"	1859
Town, Ella L.	Brown	"	1859
Templeton, Mary	Ogden	"	1859
Turner, Ellen	Scammon	"	1860
Tharp, Elias H.	Foster	"	1860
Templeton, Jessie G.	Ogden	"	1861
Traut, Lizzie A.	Ogden	"	1861
Wiltberger, Charles L.	Jones	"	1858
Weston, Celia M.	Jones	"	1858
Wells, Mary E.	Scammon	"	1858
Winkelmann, John C.	Franklin	"	1858
Winkelmann, Malvina	Franklin	"	1858
Waldo, Luna A.	Washington	"	1858
Wheeler, Augustus W.	Moseley	"	1858
Willard, Isabella Josephine	Jones	"	1859
Wiley, John B.	Scammon	"	1859
Wilson, George,	Scammon	"	1859
Watkins, Joseph	Franklin	"	1859
Warner, Ellen Irene	Moseley	"	1859

## AWARD OF FOSTER MEDALS.—CONTINUED.

Wood, Alonzo C.	Foster	School,	1859
Willard, Marion Estelle	Jones	"	1860
Wright, Emma K. H.	Skinner	"	1860
Wygant, Alonzo	Washington	"	1861
Wingrave, Grace	Brown	"	1861
Wilce, Mary	Skinner	"	1861
Wells, Lizzie	Skinner	"	1861
Young, Margaret A.	Foster	"	1859

In 1858, THOMAS B. BRYAN, Esq., presented the Young Men's Association, of Chicago, the sum of \$250, the interest of which is appropriated annually, to constitute the most deserving graduate of the High School, a life member of that Institution.

## AWARD OF LIFE MEMBERSHIPS IN THE YOUNG MEN'S ASSOCIATION.

Fanny Wurtz,	1859
Martha S. Hawkins,	1860
Frederic Alonzo Chapman,	1861

In 1859, Messrs. BRYANT, BELL & STRATTON (now Bryant & Stratton) donated one Life Scholarship in their Commercial College, to the most deserving pupil, in Scholarship, Deportment and Attendance, in the Master's Division of each of the District Schools, annually, for the period of ten years; and two Life Scholarships to the most deserving of the graduates of the High School, annually for ten years, one of whom must be selected from the Normal Department.

## AWARD OF LIFE SCHOLARSHIPS IN BRYANT &amp; STRATTON'S COMMERCIAL COLLEGE.

Alston, David	Kinzie	School,	1861
Abbott, Georgia B.	Moseley	"	1861
Allen, Mary A.	Newberry	"	1861
Barney, Mary Elma	Jones	"	1861
Clark, Robert	No. Twelve	"	1860

## AWARD OF LIFE SCHOLARSHIPS.—CONTINUED.

Chapman, Frederic Alonzo	High School,	1861
Culver, John	High "	1861
Clayton, Lucy	Kinzie "	1861
Childs, Benlah F.	Newberry "	1861
Dougall, Margaret	Ogden "	1860
Dorsett, Ada	Dearborn "	1861
Elmore, Theodore J.	Brown "	1861
French, Hannah K.	Dearborn "	1860
Furst, Charles J.	Foster "	1861
Goold, S. Augusta	High " Nor. Dep't	1860
Green, Mary D.	Brown "	1860
Gaffney, Mary E.	Scammon "	1861
Gilmore, Elizabeth	Washington "	1861
Ginther, Frederica W.	Foster "	1861
Hawkins, Martha S.	High "	1860
Haven, Alice	Skinner "	1860
Hazelton, Roxanna	Scammon "	1861
Hatheway, George H.	Ogden "	1861
Kramer, Charles	Jones "	1860
Kern, Louisa D.	Newberry "	1860
Kimball, Ella Adelle	High "	1861
Lane, Clara L.	Scammon "	1860
Lascelle, Annette M.	Moseley, "	1860
McCarthy, Eugene	Kinzie "	1860
Moulton, Annie Kinsell	High " Nor. Dep't	1861
Mills, Luther L. 2nd	Brown "	1861
Moore, Ella F.	Skinner "	1861
Mellen, William S.	Franklin "	1861
Prendergast, Maggie	Washington "	1860
Phelps, Lydia Marie	Jones "	1861
Robinson, Sarah	Moseley "	1861
Sullivan, John B.	Franklin "	1860
Stephens, William G.	Foster "	1860
Speer, Frances A.	Dearborn "	1861
Sullivan, Daniel F.	Franklin "	1861
Scott, Maria	Skinner "	1861
Scott, Susie	Skinner "	1861



## AWARD OF LIFE SCHOLARSHIPS.—CONTINUED.

Templeton, Jessie G.	Ogden School,	1861
Van Horn, Eliza	No. Twelve “	1861
Waite, Helen	Washington “	1861

## AWARD OF LIFE SCHOLARSHIPS IN SLOAN'S COMMERCIAL COLLEGE.

Allen, Elizabeth	Newberry School,	1860
Allin, Jane	No. Twelve “	1860
Brewster, Edward W.	Jones “	1860
Brown, Thomas	No. Twelve “	1860
Breehbill, Emma	Kinzie “	1860
Cornelle, Mary A.	High “	1860
Culver, Jane	Washington “	1860
Dake, Sarah E.	Dearborn “	1860
Dougall, Eliza Ann	Ogden “	1860
Foley, Charlotte A.	Brown “	1860
Hale, Frank E.	Brown “	1860
Higginson, Charles M.	Ogden “	1860
Hallenbeck, Ethalinda	Skinner “	1860
Johnston, Frances E.	High “	Nor. Dep't 1860
Luders, Henry	Foster “	1860
Lewis, Charles R.	Newberry “	1860
Loomis, Anzelette	Jones “	1860
Miller, Brice A.	High “	1860
Mead, Theodore	Skinner “	1860
Merriman, Martha A.	High, “	Nor. Dep't 1860
Moss, Lizzie A.	Franklin “	1860
Moody, Georgianna	Moseley “	1860
McIlvaine, John	Kinzie “	1860
Porter, Mary H.	Foster “	1860
Smith, George B.	Dearborn “	1860
Schram, Lewis	Washington “	1860
Smale, John	Moseley “	1860
Throop, J. G. Whittier	Scammon “	1860
Turner, Ellen	Scammon “	1860
Watkins, Joseph	Franklin “	1860

[T. J. Sloan's donation was withdrawn, July, 1861.]

## HEATING AND CARE OF HOUSES.

*The following Table shows the manner of heating each of the school buildings, and the cost of fuel and wages of janitor, for the year.*

SCHOOLS.	Manner of Heating	Cost of Fuel.	Janitor's Wages.	Total.	Average No. of Scholars	Cost per Scholar.
High.....	Furnaces & Stoves.	\$293 76	210 11	503 87	251	\$2 01
Dearborn.....	Stoves.....	190 19	171 54	361 73	570	.63
Jones.....	Stoves.....	205 87	288 60	494 47	857	.58
Scammon.....	Stoves.....	128 27	127 71	255 98	478	.54
Kinzie.....	Stoves.....	103 45	148 30	251 75	483	.52
Franklin.....	Stoves.....	111 82	142 33	254 15	421	.60
Washington.....	Stoves.....	170 83	189 75	360 58	483	.74
Moseley.....	Furnaces & Stoves.	310 23	206 62	516 85	620	.83
Brown.....	Steam.....	285 93	292 49	578 42	422	1.37
Foster.....	Furnaces.....	246 61	282 95	529 56	854	.62
Ogden.....	Steam.....	310 74	250 73	561 47	665	.89
Newberry.....	Stoves.....	203 07	193 86	396 93	426	.93
No. Twelve.....	Stoves.....	76 59	126 75	203 34	225	.90
Skinner.....	Steam.....	639 87	425 44	1,065 31	1140	.93
TOTAL.....		\$3,277 23	\$3,087 18	\$6,364 41	7,900	.81

A portion of the Brown School is not yet occupied. When all the rooms are brought into use, the cost per scholar, for heating and care of building, will be considerably reduced.

## GENERAL SUMMARY.

The following Table presents a summary of the whole number of different scholars attending the public schools, the number born in the United States, and number of foreign birth, the average number belonging, average daily attendance, per cent. of attendance, number of pupils under six years of age, number over fifteen, number of pupils who have not lost their membership during the year, number who were members less than three months, number not absent during the year, number neither absent nor tardy, number not tardy, number of German parentage, number of colored children.

SCHOOLS.	Number of different scholars after deducting those received from other Public Schools.	Number of Pupils born in the United States.	Number of Pupils of Foreign Birth.	Average number belonging for the year.	Average Daily Attendance for the year.	Per Cent. of Attendance on Average Number Belonging.	Number of Pupils during the year under 6 years of age.	Number of Pupils during the year over 15 years of age.	Number of Pupils who have not lost their membership during the year.	Number of Pupils who were members less than three months.	Number of Pupils who have not been absent a single half day during the year.	Number of Pupils who have been neither absent nor tardy during the year.	Number of Pupils who have not been tardy during the year.	Number of Pupils of German Parentage.	Number of Colored Children.
High.....	295	243	52	275	265	96.8	115	292	288	1	88	76	270	8	46
Dearborn.....	1223	1068	160	588	544	92.5	115	103	134	564	23	17	86	165	92
Jones.....	1761	1515	240	884	881	93.9	190	119	189	567	7	3	29	848	12
Scammon.....	1043	852	191	494	456	92.8	127	55	105	307	5	4	27	110	0
Kinzie.....	1197	910	287	513	459	95.4	137	64	103	469	14	5	95	168	0
Franklin.....	891	646	245	435	408	93.9	134	25	67	247	7	4	17	80	0
Washington.....	1214	939	275	558	518	92.8	172	46	141	478	8	4	61	215	0
Moseley.....	1369	1143	226	645	593	92.1	180	82	77	361	6	3	26	132	9
Brown.....	795	631	164	434	404	93.0	81	78	102	160	11	9	19	85	9
Foster.....	1688	1274	414	874	811	92.7	264	43	222	330	16	12	58	414	9
Ogden.....	1347	1105	242	663	597	89.7	131	83	137	407	7	1	46	305	3
Newberry.....	906	595	311	445	401	90.1	165	26	89	260	2	2	2	219	0
No. Twelve.....	450	264	186	234	212	90.9	85	16	80	94	3	3	24	290	0
Skinner.....	2262	1950	312	1173	1066	90.8	362	250	271	511	13	9	108	96	8
TOTAL.....	16,441	13,130	3,311	8,217	7,595	92.3	2,136	1,282	1,988	4,756	208	153	818	2,580	172

## NATIVITY OF PUPILS.

*The following Schedule shows the BIRTH PLACE of all the pupils registered in the Public Schools, during each of the last three years :*

	1859.	1860.	1861.		1859.	1860.	1861.
Chicago .....	3,906	5,029	5,792	Germany.....	1,590	1,549	1,202
Illinois, out of Chicago.	753	809	840	England.....	853	822	646
New York .....	2,504	3,045	2,979	Ireland.....	781	608	423
Massachusetts.....	472	606	524	Canada.....	425	423	393
Ohio.....	381	530	536	Scotland.....	193	217	160
Wisconsin.....	246	363	386	Sweden .....	157	133	99
Pennsylvania.....	301	349	365	Norway.....	123	92	90
Michigan.....	267	334	318	France.....	69	61	71
Connecticut.....	160	227	193	Holland.....	21	46	30
Indiana.....	80	123	136	Prussia.....	13	24	25
Missouri.....	91	120	133	New Brunswick....	3	18	15
Vermont.....	84	120	98	Wales.....	20	17	10
Maine.....	83	119	117	Bohemia.....	10	17	21
New Jersey.....	100	115	136	Switzerland.....	11	13	10
Kentucky.....	84	104	121	Belgium.....	4	13	13
Maryland.....	53	68	76	Austria.....	1	9	3
New Hampshire.....	56	65	74	New Foundland....	8	7	9
Iowa.....	25	46	45	St. Helena Island...	0	6	5
Virginia.....	39	40	46	Denmark.....	4	5	5
Rhode Island.....	33	30	51	Italy.....	10	4	5
Louisiana.....	21	28	27	Nova Scotia.....	8	4	10
Mississippi.....	21	22	13	Poland.....	1	4	2
California.....	4	16	15	India.....	1	0	0
Texas.....	5	11	11	Atlantic Ocean.....	2	4	4
South Carolina.....	9	10	6	Russia.....	3	0	0
Georgia.....	7	9	8	West Indies.....	3	3	2
Tennessee.....	10	8	19	Brazil.....	2	2	2
District of Columbia...	11	8	20	British America....	0	2	0
Delaware.....	16	6	7	Prince Edward's Isl'd	0	2	5
North Carolina.....	1	5	3	Mexico.....	0	1	1
Alabama.....	8	3	4	Hanover.....	0	1	0
Minnesota.....	2	3	4	Island of Guernsey..	0	1	0
Kansas.....	1	2	3	Australia.....	1	1	0
Arkansas.....	0	1	2	China.....	1	1	0
Oregon.....	0	1	0	South Africa.....	1	1	1
				Iceland.....	1	1	0
				Isle of Man.....	0	1	4
				Hungary.....	0	0	1
				Saxony.....	0	0	2
				Central America....	0	0	3
				Burmah.....	0	0	1
				Unknown.....	79	54	55
<b>TOTAL.....</b>	<b>9,844</b>	<b>12,380</b>	<b>13,113</b>	<b>TOTAL .....</b>	<b>4,354</b>	<b>4,167</b>	<b>3,328</b>



# BOARD OF EDUCATION.

OFFICE 119 SOUTH CLARK ST., Up Stairs.

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JOHN H. FOSTER, PRESIDENT,

No. 216 East Madison Street.

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No. 52 West Randolph Street; h. No. 48 South Jefferson Street.

LUTHER HAVEN,

Custom House; h. No. 18 Harrison Street.

FLAVEL MOSELEY,

Tremont House.

GEORGE M. HIGGINSON,

S. E. cor. Clark and S. Water Sts., up stairs, room 3; h. No. 214 Pearson St.

PHILO CARPENTER,

No. 203 East Randolph Street; h. No. 292 West Randolph Street.

HENRY T. STEELE,

No. 47 South Clark Street; h. Calumet Avenue, near Rio Grande Street.

JOHN WENTWORTH,

No. 45 La Salle Street; Tremont House.

LEVI B. TAFT,

No. 41 South Clark Street; h. No. 334 West Monroe Street.

JAMES WARD,

No. 254 West Randolph Street.

CHRISTIAN WAHL,

No. 60 South Wells Street; h. No. 243 North La Salle Street.

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## SUPERINTENDENT OF PUBLIC SCHOOLS.

W. H. WELLS,

Office, 119 South Clark Street, up stairs.

## SCHOOLS AND TEACHERS.

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### CHICAGO HIGH SCHOOL.

*Monroe Street, between Halsted and Des Plaines.*

George Howland, *Principal*,  
Edward C. Delano,  
Bradford Y. Averell,  
George C. Clarke,  
James R. Dewey,  
George P. Welles,  
George E. Adams,  
A. Henry Van Zwoll,  
Oscar Faulhaber,  
S. Grace Thompson.

### DEARBORN SCHOOL.

*Madison Street, between State and Dearborn.*

George D. Broomell, *Principal*,  
Alice J. Jennings,  
Alice L. Barnard,  
Maggie A. Patterson,  
S. Augusta Goold,  
Fannie Nicol,  
Jennie E. Wells,  
Martha Myers,  
Ella C. Bradley,  
Celia M. Cleaves.

### JONES SCHOOL.

*Corner of Clark and Harrison Streets.*

Willard Woodard, *Principal*,  
Harriet Barnes, *Head Assistant*,  
Nellie S. Phillips,  
Lavinia C. Perkins,  
Sophia A. Dow, *Assistant Principal*,  
Olive Backus,  
Ellen M. Wadsworth,  
Isabella H. Thomson,  
Isabella Morris,  
Marian Mackway.

### TWELFTH STREET BRANCH OF JONES SCHOOL.

*Corner of Wabash Avenue and Twelfth St.*

M. Frances Hendrick,  
Laura A. Kellogg.

### TAYLOR ST. BRANCH OF JONES SCHOOL.

*Corner of Taylor and Buffalo Streets.*

Lucy A. Williams,  
Eliza L. Goss.

### GRISWOLD STREET BRANCH OF JONES SCHOOL.

*Griswold Street near Van Buren.*

Abbie M. Sanford,  
Cordelia M. Hawley.

### SCAMMON SCHOOL.

*Madison Street, between Halsted and Union.*

Daniel S. Wentworth, *Principal*,  
Martha A. Merriman,  
Emily L. Beach,  
Mary L. Reed,  
Helen C. Litchfield, *Assistant Principal*,  
Sue M. Weatherhead,  
Kate K. Raworth.

### UNION STREET BRANCH OF SCAMMON SCHOOL.

*Union Street, near Washington.*

Judith A. Gaffney,  
Carrie Hatch.

### MADISON STREET BRANCH OF SCAMMON SCHOOL.

*Madison Street, near Union.*

Martha P. Fenimore.

## KINZIE SCHOOL.

*Corner of Ohio and La Salle Streets.*

Benjamin D. Slocum, *Principal*,  
 Rebecca E. Jones,  
 Elsie H. Gould,  
 E. S. Tanner,  
 Kate M. Sullivan, *Ass't Principal*,  
 Alice M. Wilmans,  
 Ada F. Gifford,  
 Carrie C. Youse.

## BRANCH OF KINZIE SCHOOL.

*Erie Street, between Wells and La Salle.*

Lizzie M. Rickcords,  
 Kate Lonergan.

## FRANKLIN SCHOOL.

*Corner of Division and Sedgwick Streets.*

Albert G. Lane, *Principal*,  
 Eliza Archard,  
 Hattie E. Crandall,  
 Ellen W. King,  
 Emma Dickerman,  
 Naomi Dougall, *Ass't Principal*,  
 Elizabeth C. Rust,  
 Anna M. Cooper.

## BRANCH OF FRANKLIN SCHOOL.

*Elm Street, near Dearborn.*

Sarah A. Whitehead,  
 Rebecca C. Southworth.

## WASHINGTON SCHOOL.

*Corner West Indiana and Sangamon Streets.*

Benjamin R. Cutter, *Principal*,  
 Calista Robinson,  
 Annie Kennicott,  
 Agnes M. Manning, *Ass't Principal*,  
 Lucy A. Kendall,  
 Mary L. Hull.

## CURTIS STREET BRANCH OF WASHINGTON SCHOOL.

*Corner of Curtis and Third Streets.*

Mary J. Coin,  
 Julia A. Nelson.

## INDIANA STREET BRANCH OF WASHINGTON SCHOOL.

*W. Indiana Street, near Peoria.*

Helen D. Kendall,  
 Ada C. Miller.

## UNION STREET BRANCH OF WASHINGTON SCHOOL.

*Union Street, near Indiana.*

Maria K. Jennings,  
 Clara E. Thatcher.

## MOSELEY SCHOOL.

*Corner of Michigan Avenue and Monterey Street.*

Samuel A. Briggs, *Principal*,  
 M. Louise Wilson, *Head Assistant*,  
 E. Annie Dunster,  
 Carrie E. Haff,  
 Emily L. Briggs,  
 Mary E. Reed,  
 Catharine C. Fox,  
 Matilda Fairman,  
 Rachel A. Coale,  
 Hannah Dickinson,  
 Julia C. Goold,  
 Mary E. Clark.

## BROWN SCHOOL.

*Corner of Warren and Page Streets.*

Samuel H. White, *Principal*,  
 Artie C. Hicks,  
 Allie A. Loveless,  
 Mary J. Creswell,  
 Emma F. Chamberlain,  
 Clara H. Perkins,  
 Lizzie Skelton,  
 Lydia C. Avery.

## FOSTER SCHOOL.

*Union Street, near Twelfth.*

George W. Spofford, *Principal*,  
 Jennie E. McLaren, *Head Ass't*,  
 Emily A. Naramore,  
 Sarah E. Bliss,

FOSTER SCHOOL.—*Continued.*

Frances E. Johnston,  
Ann E. Alden,  
Belinda N. Jones,  
Ann E. Winchell,  
Sarah J. Buchanan,  
Sylvia E. Walker,  
Melissa B. Rounds,  
Susan E. Church,  
Catharine Fomhof,  
Arvilla Crawford.

## BRANCH OF FOSTER SCHOOL.

*Corner of Halsted and Twelfth Streets.*

Jane M. S. Parker,  
Fanny S. Paige.

## OGDEN SCHOOL.

*Chestnut Street, between Dearborn and  
Wolcott.*

John E. Kimball, *Principal*,  
Miriam S. Sherman, *Head Ass't*,  
Hannah Cooke,  
Juliet B. Smith,  
Celia G. Whipple,  
Martha Throop,  
Anna M. Duffy,  
Frances M. Smith,  
Sarah E. Austin,  
Julia E. Keith,  
Achsa C. Mott,  
Kittie Craig.

## NEWBERRY SCHOOL.

*Corner of Orchard and Willow Streets.*

Curtis C. Meserve, *Principal*,  
Emma Hooke,  
Eva Lewis,  
Ellen J. Stevens,

Ellen V. Lamb,  
Aurelia S. Russell,  
Ella A. Kimball,  
Eliza C. Boyce,  
Carrie E. Young.

## SCHOOL NO. TWELVE.

*Corner of Reuben and Cornelia Streets.*

Eugene L. Akin, *Principal*,  
Maggie A. Brown.

## BRANCH OF SCHOOL NO. TWELVE.

*Reuben Street, near Chicago Avenue.*

Rebecca Gosselin,  
Charlotte A. Lamb.

## SKINNER SCHOOL.

*Corner of Jackson and Aberdeen Streets.*

A. N. Merriman, *Principal*,  
Sophia J. Marshall, *Head Ass't*,  
Annie Z. Lewis,  
Gertrude Van Patten,  
Sarah J. Merriman,  
Annie L. Woodford,  
Sarah J. Fleming,  
Julia R. Graves,  
Rose J. Bateson,  
Sarah M. Bishop,  
Susan A. Swift,  
Lizzie M. Kennedy,  
Louise M. Dunning,  
Phebe J. Bailey,  
Leonice B. Woodford,  
Annie E. Trimmingham,  
Ida R. Dewey,  
Orilla L. Salisbury,  
Emma C. Revell,  
Mary G. Sinclair,  
Annie K. Moulton



## SUMMARY OF TEACHERS' SALARIES.

## HIGH SCHOOL.

One Principal, (male,).....	\$1,600	per annum.
Six Assistants, ".....	1,000	" "
Two Assistants, ".....	500	" "
One Assistant, (female,).....	500	" "

## DISTRICT SCHOOLS.

Three Principals, (male,).....	\$1,200	per annum.
Eight " ".....	1,000	" "
One " ".....	800	" "
One " ".....	700	" "
Three Head Assistants, (female,).....	450	" "
Two " " ".....	400	" "
Five Assistant Principals, ".....	500	" "
One " " ".....	450	" "
Twenty-six Assistants, ".....	400	" "
Twenty " ".....	375	" "
Forty-two " ".....	350	" "
One " ".....	325	" "
Thirty-one " ".....	300	" "
Six " ".....	250	" "



R U L E S  
OF THE  
BOARD OF EDUCATION,  
OF THE  
CITY OF CHICAGO;  
ADOPTED FEBRUARY 25, 1862.





## BOARD OF EDUCATION.

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The following special provisions respecting the organization of the Board of Education, are contained in the City Charter, approved Feb. 14, 1857 :

The Common Council of said city shall, before the first Tuesday of May after the passage of this act, appoint fifteen School Inspectors, who shall be denominated and styled the Board of Education of said city. The said Board shall be divided into three classes of five members each ; those of the first class shall vacate their seats at the expiration of the first year, those of the second class at the expiration of the second, and those of the third class at the expiration of the third year ; so that five new members shall be appointed in every year to succeed those whose terms of office will expire.

After the first annual election of said Board of Inspectors, the Board of Aldermen shall, annually thereafter, on or before the first Tuesday of May in every year, appoint five Inspectors of said Board of Education, who shall hold their offices for three years, and until their successors are elected and qualified, and shall enter upon the discharge of their duties on the said first Tuesday of May in each year.

The following extracts are copied from the Ordinance of the City in relation to Schools :

There shall be established in this city at least one common school in each school district now or hereafter to be created, and free instruction shall be given in said schools to all the children residing within the limits of the city who are over the age of five years, and who may be sent to, or attend such school.

It shall be the duty of the Inspectors to establish all such by-laws, rules and regulations, for their own government, and for the establishment and maintenance of a proper and uniform system of discipline in the several schools, as may, in their opinion, be necessary.

There shall be a department in the High School expressly for the qualification of female teachers, which shall be styled the "Normal" or "Teachers' Department." Graduates of this department shall have preference, other things being equal, in the appointment of teachers for the District Schools.

The Board of Education shall have power to make such rules, in regard to the admission of pupils into the High School, as, in their judgment, shall be deemed wise and expedient.

The Board of Education shall have power to make such rules, in relation to the boundaries of the Districts from which pupils shall be received into the several Public Schools, as, in their judgment, shall be deemed wise and expedient.

# RULES OF THE BOARD OF EDUCATION.

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§ 1. The members of the Board of Education shall meet and organize each year, on the first Tuesday of May.

§ 2. At the first meeting after the organization of the Board, in each year, the President shall appoint, subject to the approval of the Board, the following standing committees, viz:

1. A Committee on School Buildings and Grounds, consisting of three members.

2. A Committee on Text Books and Course of Instruction, consisting of three members.

3. A Committee on Rules and Regulations, consisting of three members.

4. A Committee on Apparatus and Furniture, consisting of three members.

5. A Committee on Examination of Teachers, consisting of three members and the Superintendent.

6. A Committee on the Appointment of Teachers, consisting of the President of the Board, the Chairman of the Committee on the Examination of Teachers, and one other member.

7. A Committee on Janitors and Supplies, consisting of the Chairman of the Committee on Buildings and Grounds, the Chairman of the Auditing Committee, and one other member.

8. A Committee on Medals and Rewards, consisting of three members.

9. An Auditing Committee, consisting of three members.

10. A Committee on the High School, consisting of three members.

11. A Committee of one for each of the District Schools.

§ 3. The Board shall hold its regular meetings on the Tuesday following the last Friday of each month, at half-past two o'clock P. M., unless otherwise ordered by the Board. Special meetings may be called at any time, by the President, or at the written request of any three members, left with the Secretary.

§ 4. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

§ 5. All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors.

#### POWERS AND DUTIES OF THE PRESIDENT.

§ 1. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members to order; and, on the appearance of a quorum, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order:

1st. Reports of Committees, to be called in order, except Committees on the District Schools.

2d. Petitions and Communications.

3d. Reports and suggestions from the Superintendent.

4th. Miscellaneous and unfinished business.

5th. Reports from the Committees on the District Schools.

§ 2. The President shall preserve order and decorum in the meetings, and shall decide all questions of order, subject to appeal to the Board.

§ 3. The President shall rise to address the Board, but may put a question or read sitting. He shall declare all votes, but in case of doubt shall, on request of any member, require members to rise, and stand until they are counted, and he shall then declare the result. The vote on any question shall be taken by *yeas* and *nays*, when any member shall call for them.

§ 4. When the President wishes to address the Board at length, on any subject or question pending before it, he shall request some member to take the chair temporarily, but he may state facts, and give his opinion on questions of order, without leaving the chair.

§ 5. A motion to adjourn shall always be in order, except when a member has the floor, or when a question has been put and not decided.



### RIGHTS AND DUTIES OF MEMBERS.

§ 1. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President, and shall confine himself to the question under debate, and avoid personalities.

§ 2. No member while speaking, shall be interrupted by another, except to call to order, or to correct a mistake.

§ 3. No member shall speak more than five minutes at any one time, on any motion or order under discussion, nor more than twice on the same question, without leave first obtained of the Board, nor more than once until all other members choosing to speak, shall have spoken.

§ 4. All resolutions offered by members of the Board, shall be submitted in writing.

§ 5. Every member who shall be present when a question is put, shall give his vote, unless the Board for special reasons excuse him.

Any questions of order arising, not provided for in these rules, shall be decided according to well-established parliamentary rules for the government of deliberate bodies.

### DUTIES OF STANDING COMMITTEES.

§ 1. It shall be the duty of the Committee on School Buildings and Grounds, to exercise a general supervision over the warming and ventilation of the several school houses; to recommend any alterations in the school houses, and any improvement in the school grounds that may be found necessary.

§ 2. It shall be the duty of the Committee on Text Books and Course of Instruction, from time to time, to recommend to the Board such improvements in the Course of Instruction, and such changes in the books used in the schools, as may be deemed expedient. Whenever a recommendation is made to adopt any new text book in the schools, it shall lie on the table one month, before the final action of the Board thereon.

§ 3. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase

of such apparatus as may be found necessary; and the purchase, change, or alteration of school furniture, as they may deem expedient.

§ 4. It shall be the duty of the Committee on Examination of Teachers, from time to time, to examine all candidates who may apply for situations in the Public Schools. Candidates shall be examined in the absence of all spectators, except members of the Board of Education and the Superintendent.

§ 5. It shall be the duty of the Committee on the Appointment of Teachers, to make such appointments and transfers of Female Teachers, as the wants of the Grammar and Primary Departments of the District Schools may require.

§ 6. It shall be the duty of the Committee on Medals and Rewards, to see that a sufficient number of medals bearing a proper inscription, and diplomas with the requisite engravings, are procured and in the possession of the Superintendent, at least two weeks before the close of the summer term of the schools.

§ 7. It shall be the duty of the Superintendent, with the approval of the Chairman of the Committee on the High School, to prepare a suitable list of written questions for each examination of pupils for admission to the High School, and some member of the Committee on the High School shall be present during the continuance of the examination. Said Committee shall also perform the same duties that are prescribed for the several committees of the District Schools.

§ 8. It shall be the duty of the Auditing Committee to examine all bills charged to the school tax fund, and express their approval or dissent, as the case may require. All bills approved by the Auditing Committee, shall be regarded as approved by the Board.

All orders drawn on the School Fund, and on the Moseley, Jones and Foster Medal Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

§ 9. It shall be the duty of the Committee on Janitors and Supplies, to make all necessary arrangements for the care of the school buildings and premises, and to exercise a general

supervision of the various supplies of fuel, mats, clocks, crayons, etc.

§ 10. It shall be the duty of the several District Committees to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools, including a particular statement of the condition of the buildings and ground. And it shall further be the duty of the several district committees to be present at the close of the summer terms of said schools, and to award the medals, scholarships and diplomas to those pupils whose scholarship and general deportment entitle them to the same, which shall be determined by the class books, and by a special examination of the classes.

#### ELECTION OF TEACHERS AND THEIR SALARIES.

§ 1. The school year, for the purposes contemplated in these rules, shall commence on the first Monday in September, and end on the second Friday in July.

§ 2. The engagements of the Board of Education with all the teachers of the Public Schools, shall terminate at the close of the summer term of each year; and at the last regular meeting before the close of the summer term, the Board shall elect the teachers and fix their salaries.

§ 3. *Salaries.*—The salaries of the teachers in the Public Schools are established as follows:

To the Assistants in the Primary and Grammar departments, during the first fourteen weeks, at the rate of \$250 per annum.

For the first year afterwards, \$300 per annum.

“ 2d “ “ 350 “

“ 3d “ “ 375 “

“ 4th, and subsequently, 400 “

Experienced teachers may, at the discretion of the Committee on the Appointment of Teachers, commence at \$300 per annum, changing to \$350 at the expiration of one year and fourteen weeks.

But no teacher that has left the schools for a period of five school months or more, shall be entitled to any advance of



salary above the lowest rates, in consideration of services rendered previous to such absence.

To Head Assistants, at the rate of \$400 per annum the first year, and \$450 after one year.

To the Assistant Principals at the head of the Primary Departments of the Dearborn, Jones, Scammon, Kinzie, Franklin, and Washington schools, at the rate of \$450 per annum the first year, and \$500 after one year.

To the Principals in the Moseley, Brown, Foster, Ogden, Newberry, and Skinner schools, and others of a similar character, if there shall be any, \$1,000 per annum.

The salaries of the Head Teachers of the different Branch Schools, shall be fixed by the Committee on the Appointment of Teachers; *provided*, that no Head Teacher of a Branch shall receive more than twenty-five dollars a year above the salary to which she would be entitled in the place of a regular assistant.

§ 4. No person either male or female shall be appointed as teacher, in any of the public schools, under the age of eighteen years.

§ 5. The checks for the teachers' bills shall be delivered on Saturday after the close of each school month, provided the School Agent has funds in his hands to meet them. The salary paid shall, in all cases, be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the fall term.

#### SUPERINTENDENT AND HIS DUTIES.

§ 1. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose; which shall be the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint



himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all the children in this city, who are instructed at the Public Schools, may obtain the best education which these schools are able to impart.

§ 2. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and remedy defects.

§ 3. He shall have authority to dismiss the Primary Schools in each division of the city, at such times as he may deem advisable, for the purpose of meeting the teachers and conferring with them in respect to the best methods of discipline and instruction. He shall also have authority to call together, at these meetings, such classes of the schools as he may wish to employ in illustrating the principles presented.

§ 4. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and shall also perform such other duties as the Board of Education shall, from time to time, direct, except the employment of teachers.

§ 5. The Superintendent is authorized to grant permits to pupils resident in one district to attend school in another, when there are good reasons for the change.

§ 6. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public

Schools, and shall report to the Board whenever he shall find any teacher deficient or incompetent in the discharge of his or her duties.

§ 7. The orders of the Board of Education for labor and supplies shall be given by the Superintendent, under the general direction of the President of the Board, and the several Standing Committees—each Committee attending to the supervision of its own department.

§ 8. It shall be the duty of the Superintendent to preserve, at the office of the Board, a complete list of the books in the school libraries, and of all the apparatus, reference books, clocks, thermometers, chairs, bells, settees, mats, keys, etc., belonging to the several Public Schools; and during the month of December in each year, he shall cause a careful comparison to be made of this list with the articles belonging to the schools, and report the result to the Board.

#### GENERAL REGULATIONS OF THE PUBLIC SCHOOLS.

§ 1. *Teachers to Acquaint Themselves with the Regulations.*—All the Teachers of the Public Schools are expected to make themselves familiar with the provisions of these regulations, and to coöperate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which the teachers retain their connection with the Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

§ 2. *Teachers to be at School Rooms Early.*—All the teachers of the Public Schools are required to be at their respective school rooms, both morning and afternoon, ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st. The school rooms shall be opened at this time for the reception of pupils.

The Principal of each School shall cause the large bell to be rung, both forenoon and afternoon, precisely ten minutes before the time for commencing school, from March 1st to December

1st, and fifteen minutes before the time from December 1st to March 1st.

Teachers who are not present at their respective *school rooms* ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st, shall report themselves as tardy. The masters of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity.

In cold or stormy weather, the principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school; and in cold weather, these rooms or halls shall be made comfortably warm.

§ 3. *Uniform Standard of Time.*—Each school shall have a uniform standard of time, to be regulated by the master—by the city time; and all the teachers shall conform to this standard in making their record in his Diary.

§ 4. *Opening and Closing School.*—The Principals shall punctually observe the hours appointed for opening and dismissing the schools; and during the time from the opening of the school rooms to the departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office.

§ 5. *Opening Exercises.*—The morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and that exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

§ 6. *Discipline.*—The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when good order can be preserved by milder measures. It is strictly enjoined upon every teacher in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

The masters may require the other teachers to preserve a full and accurate record of all cases of corporal punishment



whenever they deem such measure adapted to promote the interests of their respective schools.

§ 7. *Suspension of Pupils in Special Cases.*—For violent or pointed opposition to authority, in any particular instance, a master may suspend a pupil from school for the time being; thereupon he shall immediately inform the parent or guardian of the measure, and apply to the Superintendent for advice and direction.

§ 8. *Suspension of Pupils by the Superintendent.*—Whenever the Principal of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation appears to be hopeless, he shall suspend such pupil from school temporarily, and shall report the case to the Board of Education at their next meeting.

§ 9. *Responsibility of Teachers.*—The masters shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and cooperate with them, not only during the school hours, but during the time when the pupils are on the school premises before and after school, and during the recesses. Each assistant shall be held responsible for the order and discipline of her own room, under the general direction of the master.

§ 10. *Head Assistants.*—The Head Assistant of a school shall have charge of such classes in the master's division as he may designate; she shall also have charge of the records of the school, under the general supervision of the Principal, and shall discharge such other duties as he may assign.

§ 11. *Teachers' Meetings.*—The teachers of the High School shall meet once a week, at such time as the Principal may appoint, for consultation in regard to the interests of the school. The Principals of other schools may appoint similar meetings whenever they deem it expedient, and it shall be the duty of all the teachers to attend.

§ 12. *Order in the Stairways, Halls and Yards.*—The Principals of the several schools shall establish special rules



for securing good order in the stairways, halls, and school yards.

§ 13.—*Care of School Premises.*—The masters of the several schools shall prescribe such rules for the use of the yards, basements and out-buildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The masters shall be held responsible for any want of neatness or cleanliness about their school premises.

§ 14. *Recess.*—The teachers of the Grammar Divisions of the several schools shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Primary Divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats till they are again seated. Whenever pupils are detained in the school room at recess, they shall be allowed to pass out after the recess is closed. All pupils in health shall be required to pass out of the school rooms at recess, but shall never be required to *remain* out when it would occasion an exposure of health.

§ 15. *Ventilation and Temperature.*—It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practised in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. In ordinary cases, the lower ventilators should be kept open, and the upper ones closed. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them from the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draught of cold air.

During the season for fires, the teachers shall endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and in case it is found

to be below 60°, measures should be taken immediately to raise it.

§ 16. *School Records*.—The Principal and Assistants of each school shall keep such records as will show the attendance, scholarship, and deportment of the pupils, embracing the date of each admission and discharge; the age, nativity, and residence of each pupil; name of parent or guardian; whole number of different scholars enrolled, average number belonging, average daily attendance, and number of tardinesses. The teachers shall also preserve a permanent record of the time when they enter and leave school, and the amount of time lost during school hours.

§ 17. *Record Books sent to Office of Board*.—At the close of each school year, in July, all the class books, general records, registers, time books, Moseley account books, and records of visitors, shall be sent by the Principals to the office of the Board of Education for inspection; and they shall be returned to the Principals at the opening of the fall term in September.

All the class books and other record books, when filled up, are to be returned to the office of the Board of Education.

§ 18. *Blanks for Schools*.—All school registers, class books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

§ 19. *Manner of keeping Registers and Class Books*.—Teachers shall keep their registers and class books neatly and accurately, and in accordance with the prescribed forms.

§ 20. *Examination of Class Books*.—The Principals of the schools shall examine all the Class Books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

§ 21. *Monthly Returns*.—The Principals shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the

office of the Board before twelve o'clock, on the Saturday following the last Friday of each month.

§ 22. *Examinations*.—There shall be an annual public examination of all the schools, to be held at such time and conducted in such manner as the Board may direct; and a special examination of any of the schools may be held whenever the Board deem it expedient.

§ 23. *Absence from Examination*.—Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent for his action thereon.

§ 24. *Care of Houses*.—The contracts with Janitors shall all be made by the Superintendent, under the direction of the Committee on Janitors and Supplies. During the spring or summer vacations, and at such other times as may be necessary to insure cleanliness, the Principals of the several schools shall superintend the washing of the floors, seats, desks, stairs, doors, wainscoting, etc., of their school houses, and the removing of dust from the ceiling and walls of the rooms. It shall be the duty of the master of each school to see that said work is properly done.

All bills for expenditures for cleaning school buildings, and for work done by Janitors shall set forth specifically the items of work, or material for which such expenditure shall have been made, and each bill shall be made out in the name of the Janitor or other person employed to do the work.

§ 25. *Closing School Premises*.—It shall be the duty of the master of each school to cause the doors of the wood-shed, out-houses, gates, and the outside doors of his school house to be locked, and all windows of the same to be shut and fastened every day, after the close of his school.

§ 26. *Care in Respect to Fires*.—During the season for keeping fires, it is expected that the masters will give special attention to the practice of economy in the use of fuel, and take every precaution to save the buildings from exposure to fire.



§ 27. *Institutes.*—It shall be the duty of all the teachers of the Public Schools to meet on the second Saturday of each month, at such time and place as the Board may direct, for the purpose of holding an Institute for their own improvement in teaching, under the direction of the Board of Education. The exercises shall commence at a quarter past 9 A. M., and close at 12, with a recess of twenty minutes. Before the close of each Institute, the Superintendent shall call the roll of the teachers by schools, and it shall be the duty of the Principal of each school, or in his absence of the head assistant or first assistant, to report the attendance of the school for the day. At the close of each term, the Superintendent shall report to the Board all cases of absence or tardiness, or leaving before the close of the Institute, that have occurred during the term.

§ 28. *Medals and Scholarships.*—No medal or scholarship shall be awarded to a pupil who has attended the public schools of the city less than two terms of the year immediately preceding, nor to any pupil who has received one before. In all the schools numbering less than one thousand pupils, the award shall be made as far as practicable, to pupils in the first class of the Master's division, but in schools numbering one thousand pupils or over, the award shall be made to pupils selected from the whole of the Master's division.

§ 29. *Contributions and Presents.*—No teacher shall allow a subscription or contribution of any kind in any Public School; nor shall any teacher accept a present obtained by donations or contributions of the pupils in any of the Public Schools.

§ 30. *Prizes.*—The teachers shall not award any medals or other prizes to the pupils under their charge, unless specially authorized by the Board.

§ 31. *Advertisements and Agents.*—No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed, in any of the Public Schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or article of apparatus, or announce, in any manner, any public entertainment.



§ 32. *Reading Regulations to Pupils*.—It shall be the duty of the Principals of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

§ 33. *Authorized Books and Studies*.—The books used, and the studies pursued, shall be such, and such only, as may be authorized by the Board; and the teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

§ 34. *Buildings, how Used*.—The school buildings under the control of the Board of Education shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

§ 35. *Books from the Moseley and Jones Funds*.—All the books furnished by these Funds for the use of indigent children, shall be returned to the teachers at the close of each term. The masters of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these Funds, for the use of indigent children. They shall record in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and the date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the fund during the year; the number of each kind loaned to pupils, the number of each kind returned, and the number of each kind remaining in the hands of the teacher. All books furnished from these Funds shall be delivered to the masters of the several schools, or to their written order.

§ 36. *Age and Non-Residents*.—All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

§ 37. *Pupils shall have Books.*—No pupil shall be allowed to retain connection with any Public School, unless furnished with the books, slate, and other utensils required to be used in the class to which he belongs: *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining said books.

§ 38. *Cleanliness.*—Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

§ 39. *Contagious Diseases.*—No pupil affected with any contagious disease shall be allowed to remain in any of the Public Schools.

§ 40. *Vaccination.*—No pupil shall be received in any Public School without furnishing evidence satisfactory to the Principal, that he or she has been vaccinated, or otherwise secured against the small pox.

§ 41. *Pupils shall not Leave School without Permission.*—No pupil shall leave the school room during school hours, or the yard at recess, without permission from a teacher.

§ 42. *Bad Habits and Bad Language.*—The pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out.

§ 43. *Care of Pupils out of School Hours.*—It is particularly enjoined upon all the teachers, that they devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of school and at the recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity.

The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather or their great distance from school, they shall be allowed to remain, and some suitable provision shall be made for their protection and care.

As far as practicable, the teachers shall confer with parents, and endeavor to secure their coöperation in preventing pupils from coming to school before the proper hour, and from remaining at noon except in cases of urgent necessity.

§ 44. *Penalty for Damages to School Property.*—Any pupil who shall in any way cut or otherwise injure any part of any Public School House, or injure any fences, trees or out-buildings belonging to any of the Public School estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any Public School premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offense. The master of a school may suspend a pupil temporarily for such offense, and he shall thereon immediately notify the parent or guardian, and apply to the Superintendent for advice and direction.

It shall be the duty of all the teachers to see that no persons are allowed to step on any of the chairs, settees, benches, or window casings of the schools, without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

All damage done to school property by any of the pupils, shall be repaired at the expense of the party committing the trespass.

§ 45. *Leaving School.*—Whenever a parent wishes to have his child leave school before its close, for the purpose of attending to any music, dancing, writing or drawing lessons, he shall apply to the Superintendent who may grant such permission, provided it will not interfere with the pupil's regular course of instruction in school.



§ 46. *Tardiness*.—The bell of each school shall be rung a short time before the hour for commencing school; and every pupil who is not in the school room when the hour arrives, shall be marked as tardy. Tardiness shall be considered a violation of the school regulations, and shall subject delinquents to such penalty as the nature of the case may require.

If any pupil who is frequently tardy, or frequently dismissed before the close of school, shall, on being suitably admonished, fail to correct the evil, it shall be the duty of the teacher to report the case to the Superintendent, who may, at his discretion, suspend the pupil from school till he receives satisfactory assurance from the parent or guardian that the irregularity will be corrected.

§ 47. *Absence*.—Every scholar in the Grammar divisions who shall be absent six half days in four consecutive weeks, and every scholar in the Primary divisions who shall be absent eight half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended shall be restored to school till the parent or guardian has given satisfactory assurance that the pupil will be punctual in the future, and obtained permission from the Superintendent for him to return.

§ 48. *Notify Parents of Absences*.—Parents should, in all cases, be notified when the absences of their children have accumulated so that two additional half days' absence will require a suspension from school.

§ 49. *Written Excuses*.—Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

The teachers are authorized to send immediately for such excuses, or to delay till the next session, or the next day, at their discretion; but no pupil shall be sent immediately for an



excuse when the weather or other circumstances are such that it would occasion an exposure of health.

§ 50. *Care of Pupils going to and from School.*—The teachers are expected, as far as practicable, to exercise a general inspection over their pupils while going to and from school.

§ 51. *Monthly Report to Parents.*—The Principal of the High School shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship and deportment; to be signed by the parent or guardian, and returned to the Principal.

In the District Schools the teachers shall send a similar monthly report to the parent or guardian of each pupil of the several Grammar divisions.

§ 52. *Seating Pupils.*—At the commencement of each school month, all the teachers of the Grammar divisions shall seat their pupils in the order of their general averages for the previous month.

§ 53. *School Hours.*—The morning sessions of the High School shall commence at nine o'clock and close at twelve, and the afternoon sessions shall commence at half-past twelve, and close at half-past two o'clock. The teachers shall remain at their school rooms during the intermission at noon.

The morning sessions of the District Schools shall commence at nine o'clock, and close at twelve, and the afternoon sessions shall commence at half-past one. From the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock, and during the remainder of the year at half-past four; *provided*, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

§ 54. *Dismissing Primary Divisions.*—Every pupil of the Card and Primer classes shall be dismissed during the school sessions of each day, not less than one hour and a quarter, nor more than two hours; every pupil of the First Reader classes,

not less than one hour, nor more than one hour and a half. Pupils of the Second Reader classes may be retained through the sessions, or dismissed any time not exceeding three-fourths of an hour. But no pupil over nine years of age shall be dismissed during any portion of the school hours, except at the discretion of the teacher; and no pupil, at any age, shall be dismissed during school hours against the wishes of his parents.

In the First and Second Reader divisions, the teachers will arrange to dismiss different classes at different times in the day, so that there will always be one or more classes present.

In the Card and Primer divisions, no teacher should pass more than half an hour a day without having, at least, one of her own classes present; *provided*, that in special cases, when this arrangement is found impracticable, the time may be extended to three-fourths of an hour.

Whenever all the classes of a teacher are dismissed before the close of school, she is expected to spend her time in discharging such duties as the Principal may assign.

§ 55. *Dismissing at the Request of Parents.*—Pupils in the Primary divisions may be dismissed any time after the forenoon and afternoon recesses, on the written or personal request of the parent or guardian; *provided* such dismissal does not interfere with any of their school exercises.

§ 56. *Terms and Vacations.*—The terms of the Public Schools shall commence on the second day of January, the Monday after the last Friday in April, and the first Monday in September; and close two weeks before the last Friday in April, the second Friday in July, and the twenty-fourth day of December; *provided*, that when the second day of January occurs later in the week than Wednesday, then the schools shall not commence till the following Monday. The schools shall be continued five days in each week.

§ 57. *Holidays.*—The Fourth of July, Annual Thanksgiving, and Twenty-second of February shall be regarded as holidays.

No teacher shall take any holiday other than the above, or leave school in school hours, except in accordance with § 59, or on account of sickness or other unavoidable necessity.

§ 58. *Closing Schools Temporarily.*—The President of the

Board of Education shall have authority to dismiss the schools temporarily, not exceeding three days in a year, or to grant leave of absence from school to any teacher, when in his judgment such dismissal or leave of absence shall be necessary.

§ 59. *Teachers Visiting Schools.*—The teachers may visit divisions of the same department or grade as their own divisions, in any of the Public Schools of the city, for the purpose of observing different modes of instruction and discipline; but such visits shall not occupy more than one half-day in a term, and teachers shall not leave their schools for this purpose till provision, satisfactory to the Superintendent, has been made for the proper care of the pupils under their immediate charge.

Only one teacher shall leave the same school during the same half day.

§ 60. *Promotions and Forfeiture of Position.*—No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, till they are able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which they are to be transferred, including the oral lessons, use of slate, exercises on Tablets, etc. They must be able to read any of the pieces they have gone over, with proper expression; explain the meaning of any of the words; give the names and uses of the different marks used; and spell any of the words, both by letters and by sounds. In the Grammar divisions, the examinations should be both oral and written. All promotions from one grade to another shall be made at the commencement of a school month.

Whenever the scholarship of a pupil falls behind the rank of his class, he shall be sent into the class next below, unless by extra effort he is able promptly to regain his position.

§ 61. *Grammar and Primary Departments of the District Schools.*—All the divisions of pupils in the Third Reader and above shall be called Grammar divisions, and all the divisions in the Second Reader and below shall be called Primary divisions.

§ 62. *Management of the High School.*—The general management and discipline of the High School are committed to the hands of the Principal; but each of the assistants shall be



responsible, under the direction of the Principal, for the order and discipline of his own room.

§ 63. *Examination for Admission to High School.*—Pupils shall not be admitted to the General or Classical department of the High School until they are twelve years of age; and they shall have sustained a satisfactory examination upon the studies pursued in the District Schools. They shall also be actual residents of the city, and shall have attended some District School of the city two terms, one of which shall be the term next preceding the time of application for admission; but this rule shall not operate to exclude from examination any pupils that have not resided in the city two terms, if they enter the Public Schools as soon as they become residents of the city, and present themselves at the first examination that occurs after they become residents.

No pupils from the District Schools shall be admitted to examination, unless they bring certificates from the masters that they are entitled to this privilege.

§ 64. *Regular Examination for Admission to the High School.*—The regular examination for admission to the High School shall take place once each year, near the close of the summer term.

§ 65. *Special Examination for Admission to the High School.*—Near the close of the fall term in each year, there shall be a special examination of pupils who are eligible to seats in the High School, and who may be prepared to enter existing classes. But no pupils shall be admitted to the High School at this time, unless they first sustain a thorough examination on all the preparatory studies, and also on all the studies that have been pursued in the High School by the class which they propose to enter; thus satisfying the Board that their rank of scholarship is as high as the average rank of the class which they are to join. Nor shall any pupils be admitted at this examination, however high their rank of scholarship, unless there are vacant seats in the division they are to enter.

§ 66. *Transfer of Pupils from one Class to another.*—Pupils of the High School shall not be removed from the class to



which they belong in the regular course, without the approval and direction of the Chairman of the Committee on the High School and the Superintendent, upon an examination of each case reported by the Principal.

§ 67. *Forfeiture of Seat in High School.*—Pupils of the High School who vacate their seats four successive weeks, shall be re-admitted only on the recommendation of the Principal, and by special vote of the Board of Education; and no pupil shall be re-admitted without satisfactory evidence in writing submitted to the Board, stating the cause of the discontinuance of such pupil's attendance.

§ 68. *Normal Department.*—Candidates for admission to the Normal department of the High School, shall be sixteen years of age or older, and they shall pass an examination satisfactory to the Committee on the Examination of Teachers. They shall also sign a statement, that it is their intention to pursue the business of teaching in the public schools of Chicago, and that their object in obtaining admission to this department is to become qualified for that purpose.

Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and in special cases, after the commencement of a term, at the discretion of the Committee on the Examination of Teachers.

The Committee on the appointment of Teachers shall have authority to select pupils at any time from the Normal department to take the place of teachers temporarily absent from the schools.

The Committee on the Examination of Teachers shall have authority to remove from the Normal department any pupils who do not give promise of success as teachers in the public schools.

The Committee on the Examination of Teachers shall have authority to call on the teacher of the Normal department, or any of his pupils, to give special instruction to any teachers employed in the public schools, or to any candidates for situations in the schools, in such branches as may be designated by the said Committee.

§ 69. *Term of Attendance upon the High School.*—The term of attendance upon the High School necessary for graduation shall be, in the Normal Department, two years; and in the Academic Department, four years.

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### HIGH SCHOOL LIBRARY.

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§ 1. The Library shall be opened at the close of the afternoon session every Thursday in term time.

§ 2. The Teachers of the High School may have access to the Library at any time, and may draw books from it in accordance with sections 4 and 5.

§ 3. Any pupil whose total average for any month shall equal or exceed 86, may draw books from the Library the ensuing month, and any whose average shall equal or exceed 94, may have access to the Library at such times as the Principal may designate.

§ 4. No folio, quarto or cyclopedia shall be taken from the Library, but may there be consulted.

§ 5. No one shall have more than one book from the Library at any time, and no book shall be retained more than two weeks.

§ 6. Any person injuring or losing any book belonging to the Library, shall make compensation for the same, and failing to do so shall be excluded from the Library.

§ 7. The Librarian shall keep an account of the names of all persons drawing books from the Library, the number and names of the books, and the date of drawing and returning.

§ 8. The Library shall be under the special care and supervision of the Principal, subject to the direction of the Board of Education.

## TEXT BOOKS USED IN THE HIGH SCHOOL.

## GENERAL DEPARTMENT.

1. Preparatory Studies reviewed, using the text books authorized in the District Schools.
2. Warren's Physical Geography.
3. Weber's Universal History.
4. Ancient Geography, in connection with History.
5. Ray's Higher Arithmetic.
6. Ray's Algebra.
7. Davies's Legendre.
8. Gillespie's Surveying.
9. Hanaford & Payson's Elementary Book-keeping.
10. Gray's Botany.
11. Robinson's Elementary Astronomy.
12. Cutter's Physiology.
13. D. A. Wells's Natural Philosophy.
14. D. A. Wells's Chemistry.
15. Geology (Hitchcock's) and Mineralogy.
16. Quackenboss' Rhetoric.
17. Whateley's Logic.
18. Wayland's Political Economy.
19. Shurtliff's Governmental Instructor, and Constitution of the United States.
20. Wayland's Mental Philosophy.
21. Wayland's Moral Science.
22. Etymology.
23. Cleveland's English Literature.
24. Hillard's First Class Reader.
25. Vocal Music ; using Bradbury's Musical Bouquet.
26. Woodbury's German Series.
27. Fasquelle's French Course.

## NORMAL DEPARTMENT.

Nos. 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 19, 20, 23.

## CLASSICAL DEPARTMENT.

Nos. 1, 2, 3, 4, 5, 6, 7, 12, 13, 22, 24, 25, 27.

Andrews's and Zumpt's Latin Grammars.

Harkness's Arnold's First Latin Book.

Andrews's Latin Reader.

Arnold's Latin Prose Composition.

Andrews's Cæsar.

Johnson's Cicero.

Bowen's Virgil.

Andrews's Latin Lexicon.

Anthon's Classical Dictionary.

Crosby's Greek Grammar.

Crosby's Greek Lessons.

Arnold's Greek Prose Composition.

Felton's Greek Reader.

Boise's Xenophon's Anabasis.

Owen's Homer's Iliad.

Liddell and Scott's Greek Lexicon.

TEXT BOOKS USED IN THE DISTRICT SCHOOLS.

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Hillard's First Class Reader.

Sanders's First Reader.

Sanders's Second Reader.

Sanders's Third Reader.

Sanders's Fourth Reader.

Sanders's Speller.

Sanders's Pictorial Primer.

Edward's Outlines of English History.



Charles A. Goodrich's History of the United States.  
Wells's Grammar.  
Warren's Common School Geography.  
Davies's School Arithmetic.  
Colburn's Intellectual Arithmetic.  
Emerson's First Part.  
Payson, Dutton and Scribner's Writing Books.  
Webb's Charts.  
Philbrick's Primary School Tablets.

*Dictionaries.*—Worcester's Quarto Dictionary and Webster's Quarto Dictionary shall be used as authority in Definition, and Worcester's Dictionaries as authority in Orthography and Pronunciation.

*Music.*—Two music lessons shall be given to the High School, and one to each department of the Primary and Grammar Departments, every week that the schools are in session. The lessons in the High School shall continue forty-five minutes; in the Grammar Departments, forty minutes; and in the Primary Departments, thirty minutes.

The Singing Books used in the Grammar Departments shall be Mason's Normal Singer; and in the Primary Departments, Bradbury's School Melodist.

*No Other Studies Permitted.*—Teachers shall not, in any case, introduce studies into their schools, that are not embraced in the foregoing list, except by permission of the Board.

*Library Books.*—All books placed in any of the school libraries, must first receive the approval of the Board.

*Reference Library for Teachers.*—The *Reference Library for Teachers* shall be kept at the office of the Board, and the books may be consulted by the teachers at any time when the office is open, but no books shall be taken from the office.

## BOUNDARIES OF DISTRICTS.

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*Dearborn School.*—That portion of the South Division situated North of Jackson street.

*Jones School.*—That portion of the South Division situated between Jackson street and Twelfth street.

*Scammon School.*—That portion of the West Division commencing on Carroll street at the river, thence following Carroll street to Halsted, Halsted street to Adams, Adams street to the river, and bounded on the East by the river.

*Kinzie School.*—That portion of the North Division bounded on the West and South by the river to North Clark street, thence following North Clark street to Huron, Huron street to Wells, Wells street to Chicago avenue, and Chicago avenue to the river.

*Franklin School.*—That portion of the North Division bounded on the West by the river from Haines street to Chicago avenue, thence following Chicago avenue to North Market street, North Market street to Oak, Oak street to North Clark, North Clark street to Division, Division street to the Lake, following the Lake to Schiller street, Schiller street to Larrabee, Larrabee street to Division, Division street to Halsted, Halsted street to Haines, and Haines street to the river.

*Washington School.*—That portion of the West Division beginning on Carroll street at the river, thence following Carroll street to Prairie, Prairie street to Ann, Ann street to Fourth, Fourth street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue

to Elston Street, Elston street to the river, and the river to place of beginning.

*Moseley School.*—That portion of the South Division situated South of Twelfth street.

*Brown School.*—That portion of the West Division bounded on the West by the City Limits from Taylor street to Fourth, thence following Fourth street to Rucker, Rucker and Ann streets to Prairie, Prairie street to Elizabeth, Elizabeth street to Madison, Madison street to Laflin, Laflin street to Taylor, and Taylor street to the City Limits.

*Foster School.*—That portion of the West Division bounded on the East and South by the River, on the West by the City Limits from the river to Taylor street, thence following Taylor street to Blue Island avenue, Blue Island avenue to Polk street, and Polk street to the river.

*Ogden School.*—That portion of the North Division bounded on the East by the Lake, on the South by the river from the Lake to North Clark street, thence following North Clark street to Huron, Huron street to Wells, Wells street to Chicago avenue, Chicago avenue to North Market street, North Market street to Oak, Oak street to North Clark, North Clark street to Division, and Division street to the Lake.

*Newberry School.*—That portion of the North Division bounded on the East by the lake from Schiller street to the City Limits, on the North by the City Limits, on the West by the river from the City Limits to Haines street, thence following Haines street to Halsted, Halsted street to Division, Division street to Larrabee, Larrabee street to Schiller, and Schiller street to the Lake.

*School No. 12.*—That portion of the West Division bounded on the East by the river from Elston street to the City Limits, on the North by the City Limits, on the West by the City

Limits to the intersection of Fourth street, thence following Fourth street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue to Elston street, and Elston street to the river.

*Skinner School.*—That portion of the West Division bounded on the East by the river from Polk street to Adams, thence following Adams street to Halsted, Halsted street to Prairie, Prairie street to Elizabeth, Elizabeth street to Madison, Madison street to Laflin, Laflin street to Taylor, Taylor street to Blue Island Avenue, Blue Island avenue to Polk street, and Polk street to the river.













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